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ABSTRACT

The 49 member colleges in the Illinois Community College System provide annual reports on improvements in productivity to the state community college Board. This document summarizes the improvements reported by the colleges for fiscal year 1995. Following a brief introduction, the first section summarizes the college productivity reports in the areas of overall academic functions, administrative functions, public service, academic and student support functions, and instruction. This section also reviews nine low-enrollment curricula and actions taken to strengthen the course offerings. The second section reviews college responses to a special occupational program review, addressing graduate satisfaction with labor market information, adequacy of equipment and facilities in selected programs, and articulation initiatives for selected programs. The third section addresses state-level focus questions related to retention initiatives, institutional support costs, and the formation of priority statements by the colleges. The fourth section describes state-level accountability and productivity initiatives, highlighting results related to 10 recommendations from an analysis of the 1994 program review. This section also reviews initiatives designed to improve instruction, student access to higher education opportunities, accountability, resources, and partnerships. The final section provides a summary and conclusions. Appendixes include tables of the numbers and types of programs reviewed by community colleges during fiscal year 1995 and the occupational programs eliminated. (TGI)

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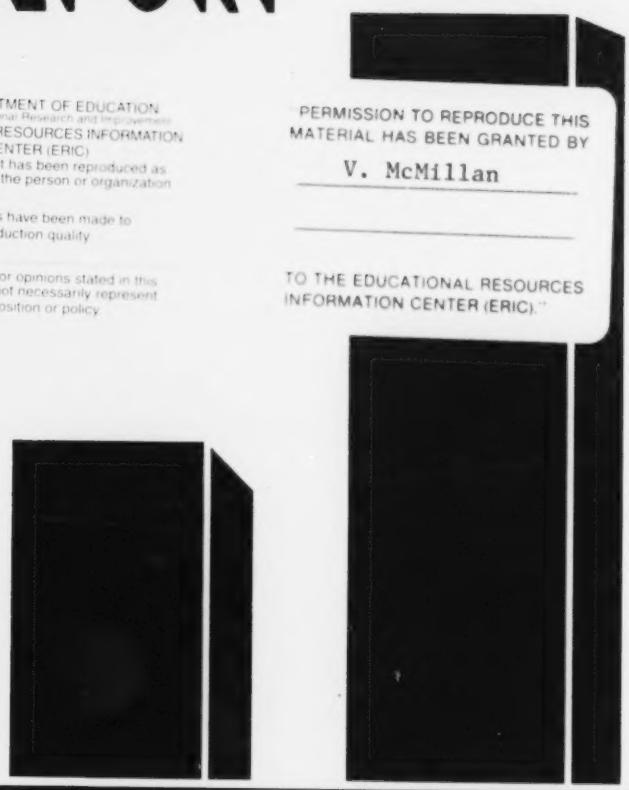
ACCOUNTABILITY & PRODUCTIVITY REPORT



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Illinois Community College Board

ACCOUNTABILITY AND PRODUCTIVITY REPORT FOR THE ILLINOIS COMMUNITY COLLEGE SYSTEM 1995

TABLE OF CONTENTS

	Page
Introduction	1
College Program Review and Productivity Reports	2
Overall Academic Program Productivity and Quality Improvements	2
Administrative Functions Productivity and Quality Enhancements	5
Public Service Productivity and Quality Enhancements	7
Academic and Student Support Functions Productivity and Quality Enhancements	8
Instructional Program Review Productivity and Quality Enhancements	10
Special Occupational Follow-up Program Review Questions	24
Graduate Satisfaction with Labor Market Information	24
Articulation of Selected Occupational Programs	25
Adequacy of Facilities and Equipment in Selected Occupational Programs	26
Special ICCB/BHE PQP Focus Questions for Fiscal Year 1995	26
Community College Retention Initiatives	27
Institutional Support Costs	27
Priorities Statements	29
State-Level Accountability and Productivity	33
Update on Recommendations from Statewide Program Review Analysis - Fiscal Year 1994	33
Illinois Community College Board Goals for Fiscal Years 1996 Through 1998	37
Summary and Conclusions	42
Appendix	47
Table A-1: List of Programs Reviewed by Community Colleges During Fiscal Year 1995	48
Table A-2: Summary of Fiscal Year 1995 Reviews of Occupational Programs by College	50
Table A-3: Occupational Programs Eliminated Through Program Review in Fiscal Year 1995	52

ACCOUNTABILITY AND PRODUCTIVITY REPORT FOR THE ILLINOIS COMMUNITY COLLEGE SYSTEM 1995

Introduction

This document provides highlights of the materials submitted by community colleges in their combined *Priorities, Quality, and Productivity/Program Review Reports*. The community college system has been making a concerted effort to combine and strengthen both initiatives. The combined approach represents a natural evolution of the processes since PQP is essentially a focused program improvement initiative. A clear emphasis of this year's report is on the activities and initiatives taking place at the colleges. The report is organized around four major sections: college productivity and quality enhancements, special occupational follow-up program review question responses, specifically requested Illinois Community College Board and Illinois Board of Higher Education PQP Analysis, and State-Level Accountability and Productivity.

Priorities, Quality, and Productivity initiatives continue to serve as a focal point of the college reports which concentrate on quality enhancements and reallocations achieved during the past year in the following areas: the institution's overall academic function, administrative functions, public service functions, student support service functions, and instructional programs. Community colleges are supported with local funds and have close ties to the communities which they serve. New programs are developed to meet emerging needs and those which are no longer fulfilling a verifiable need are phased out in keeping with college priorities, program review outcomes, and productivity analysis.

This systemwide report also summarizes college responses to special occupational follow-up program review questions. These questions originated in the analyses conducted for the ICCB's *Occupational Follow-up Study*. Coordinated, complimentary statewide processes are in place for examining occupational programs. Both the occupational graduate follow-up and program review schedules operate on five-year cycles. Occupational programs are scheduled for the statewide graduate follow-up study one year and undergo a thorough program review the next. Hence, timely local and comparative data are available on graduate outcomes for the program review. Targeted occupational questions are included on the following subjects: graduates' satisfaction with labor market information; articulation initiatives for selected occupational programs; and the adequacy of equipment, facilities, and materials in selected programs. Fashion merchandising salary and employability concerns and travel services marketing operations employability issues will be addressed in targeted program review analysis to be published later in the year.

Another major section of the report contains summaries of college responses to specific inquiries based upon issues raised in the IBHE's report entitled *Priorities, Quality and Productivity of Illinois Higher Education* (November 1994) and the ICCB's *Accountability and Productivity Report for The Illinois Community College System* (September 1994). Areas targeted for further examination included low enrollment programs, institutional support costs, and priority statements. College action summary tables provided some information about the sources of

funding and targets for reinvestment. College retention initiatives are described in a separate companion report. To eliminate duplicative reporting, the colleges are including their efforts to enhance minority student persistence, transfer, and achievement in the annual *Underrepresented Groups Report*.

The final section of the report contains information about state-level Accountability and Productivity Initiatives. This section of the report provides an update on the recommendations contained in the statewide *Community College Program Review* (January 1995). A status report on ICCB Goals is also provided in this part of the report.

College Program Review and Productivity Reports

Capturing the essence of the 49 colleges' productivity efforts is challenging. Illinois' comprehensive community colleges proactively serve diverse students, including those seeking training for a new career or upgrading skills for their current occupation, persons interested in transfer, and students who need to sharpen their basic academic skills. The activities summarized in the following pages demonstrate the community college system's responsiveness to changing times and conditions while continuing to offer high-quality, affordable education to the citizens of Illinois.

Table 1, which appears on the following page, provides aggregate dollar figures reported by colleges in their report sections focusing on Priorities, Quality, and Productivity initiatives. Estimates of annual and long-term priority investments and targets for reallocations were requested. For all areas, quality and productivity improvements were reported regardless of whether an expenditure or cost reduction dollar amount could be defined. Yet, whenever possible colleges reported dollar amounts invested and the source of funds used and/or the dollar amount available for reallocation and where the funds were being directed. Exact dollar figures were not available for many productivity initiatives. Consequently, as in past years, reported dollar amounts should be interpreted with caution since the accounting of resource reallocations and benefits is not complete. Reported dollar figures include a combination of estimated cost benefits, revenues generated, and reallocations. Generally, they do not represent available dollars since savings in one area have been reinvested to support higher priority programs and services.

Overall Academic Program Productivity and Quality Improvements. Colleges listed over 200 initiatives aimed at increasing the productivity or quality of the colleges overall academic functioning. These initiatives impact multiple areas of the college and are not limited to a particular program. College actions resulted in $1.0 million in short-term reallocations and a projected $5.8 million in reinvestments.

Table 1
PQP Priority Investments and Reallocations
(In Millions)

Initiative	Annual Priority Investments	Projected Priority Investments	Annual Reallocations	Projected Reallocations
Overall Academic Function	$5.8	$28.3	$1.0	$4.9
Administration	18.4	34.3	4.2	10.7
Public Service	4.3	5.7	1.4	2.9
Support Services	4.0	8.6	0.8	2.3
Instruction	7.6	13.8	1.9	4.3
TOTAL	$40.1	$90.7	$9.3	$25.1

The skills and abilities of the faculty and staff are fundamental components to the community college system's success. In an era when the pace of change is accelerating, there is a clear need to provide professional development opportunities to college employees. Hence, all community colleges invest in professional development programs for their employees. Eighteen colleges specifically mentioned **enhancing their professional development programs** to help increase the quality and productivity of the college workforce. These colleges include Belleville Area, Chicago Daley, Chicago Olive-Harvey, Chicago Washington, Chicago Wright, Danville, DuPage, Heartland, Joliet, Lake County, Lake Land, Moraine Valley, Oakton, Parkland, Rend Lake, South Suburban, Spoon River, and Triton Colleges. For example, Wilbur Wright College supported faculty retraining from Office Information and Business to high-need fields such as English and math.

The integration of technology into classroom and administrative functions spurred training activities. Danville Area Community College and Lake Land College specifically mentioned providing faculty and staff with training on how to navigate the Internet, an expansive network that is often referred to as the information superhighway in the popular press. Trained faculty and staff can use the Internet to access a wide range of reference and other instructional materials from library systems around the world, and students as well are being involved in education via the Internet. Electronic mail is a mechanism for sharing ideas with colleagues across the country. In a parallel initiative, South Suburban College created a Learning Technology Center for Faculty Development, and Parkland College established an Academic Technologies Unit. At Moraine Valley Community College, seminars on the use of instructional technology to strengthen the teaching learning process were conducted for all faculty. Likewise, Danville sponsored seminars on technological trends and issues, tech-prep, and education to careers. Educational reform initiatives were also examined. Technology is a theme for the College of DuPage's Weekend Staff Development Conference. Belleville strengthened its program for in-house and corporate computer training. Lake Land and Richland are collaborating with Eastern Illinois University to train instructors in the preparation of materials and presentation of information via distance learning equipment. Completion of the jointly

developed curriculum will qualify an individual to teach via the network for all three institutions. Colleges also facilitated and enhanced the professional growth of their staff in other ways. Danville Area Community College conducted Continuous Quality Improvement training for all staff and held training sessions on Freedom of Speech and Workplace Violence. Heartland Community College's Continuous Quality Improvement Committee identified college training needs and created a plan for addressing them. Joliet Junior College expanded the Employee Orientation Program, and College of Lake County trained staff to conduct inspections and established a program of in-house training. Parkland College held a leadership conference for 20 selected staff, and Rend Lake College encouraged office support staff to attend professional development conferences and computer training courses to help deal with increasing workplace demands.

Strengthening the skills of part-time faculty was another area which received attention by multiple colleges in their professional development programs. The value of part-time faculty who bring their current experiences in the workplace into the classroom is even more beneficial when they are integrated into the college community to the greatest extent possible. At Heartland Community College, lead full-time faculty are identified and trained to help mentor their part-time faculty colleagues. Similarly, a Part-time Faculty Academy was established at Danville, and Triton increased professional development for, and integration of, adjunct faculty.

The community college system's heritage and ongoing commitment is inexorably tied to providing educational access and opportunity to the citizens of Illinois. The forty districts containing forty-nine colleges blanket the state. Off-campus extension centers and branch campuses provide additional opportunities for community outreach. In the future, **distance learning through telecommunications technology** will play an increasingly important role in extending access and expanding opportunity. All colleges have begun the process of incorporating distance learning into their offerings. Fifteen colleges highlighted distance learning as a valuable mechanism for enhancing their overall academic programs including: Chicago Wright, Danville, DuPage, Elgin, Joliet, Kishwaukee, Lake Land, Logan, Moraine Valley, Parkland, Richland, South Suburban, Southeastern, Spoon River, and Waubonsee. For example, Lake Land and Richland Community Colleges have continued to develop the distance learning system they share. Lake Land College is connected via distance learning technology to five off-campus locations as well as Richland Community College and Eastern Illinois University. Parkland College is actively using an interactive distance learning classroom in Rantoul that was financed with external funding. Wilbur Wright College developed a Distance Learning Classroom. South Suburban College has begun capitalizing on the technology and has developed plans to increase usage in the coming year. Spoon River has made financing the operational costs of the distance learning system a budgetary priority.

By necessity, community colleges are at the forefront of the **assessment, institutional effectiveness, and student success** movement in higher education. Students come to community colleges with diverse backgrounds and varied levels of academic preparation. Assessment programs have been developed at all colleges to expedite student placement in appropriate coursework. Proper placement is an important component of an overall student retention strategy by the colleges. The following eighteen colleges mentioned recent improvements to their student assessment practices: Chicago Olive-Harvey, Chicago Washington, Danville, DuPage, Heartland, Illinois Eastern Lincoln Trail, Illinois Eastern Frontier, Illinois Eastern

Olney Central, Illinois Eastern Wabash Valley, Joliet, Kankakee, Kishwaukee, Lake Land, Moraine Valley, Parkland, Prairie State, and Southeastern. Danville Area Community College implemented a formalized assessment of student achievement. Heartland is activating a Learning Outcomes Department and is using a computer-adapted testing system for entry-level coursework. Similarly, at Moraine Valley, all academic programs are being reexamined and focused on student outcomes. All four colleges in the Illinois Eastern Community College District have developed comprehensive assessment plans. Joliet is expanding its quiz bank in the Academic Skills Center and implementing a collegewide institutional effectiveness model. Similarly, Prairie State College is establishing a new on-campus Academic Assistance and Assessment Center. Southeastern Illinois College recently completed a review of remedial placement scores and raised the threshold for entry into college-level coursework.

Teaching and learning is central to the community college mission. Computer technology and advanced audio-visual instructional equipment are useful tools for increasing student involvement in the exchange of information and growth of knowledge. Fourteen colleges noted **improvements to their student computer labs and/or upgrades in their audio-visual equipment**: Black Hawk, Chicago Daley, Chicago Wright, Chicago Kennedy-King, DuPage, Elgin, Illinois Valley, Kishwaukee, Lake Land, Logan, Parkland, Sauk Valley, Spoon River, and Waubonsee. Black Hawk, DuPage, Elgin, Lake Land, Logan, and Waubonsee specifically mentioned upgrading computer capabilities with multimedia stations in selected student laboratories. These computers can incorporate sight and sound into a more dynamic, interactive learning experience. They are often used for computer-aided instruction that allows individualized, self-paced learning. Many other colleges are undertaking similar initiatives. Illinois Valley and Kishwaukee Colleges upgraded computer lab facilities and peripheral systems. Waubonsee Community College consolidated nine small computing labs into a new centralized lab. Wilbur Wright College developed a Writing Center computer lab.

Administrative Functions Productivity and Quality Enhancements. In response to changing needs, community colleges are revising administrative responsibilities; improving administrative computing, video systems, and telephone communications; and targeting areas to reduce energy consumption in creative ways. The efficiency and effectiveness with which current year administrative initiatives were addressed resulted in approximately $18.4 million in investments and $4.2 million being redistributed to higher priority activities and a projected five-year dollar reallocation of nearly $10.7 million. A total of nearly 300 administrative quality enhancements and productivity improvements were described by the colleges.

Ten college districts indicated a variety of ways that they were **revising administrative duties and responsibilities**. A few community colleges combined job functions that were formerly a part of separate jobs; others eliminated positions. Colleges which consolidated positions included Belleville Area College, Elgin Community College, Lewis & Clark Community College, and Rend Lake College. Danville Area Community College and Parkland College eliminated staff positions or reduced the amount of time required to fill some of them. Lake Land College reduced a clerical position and eliminated an administrative position and a half-time telephone operator with the installation of a new telephone system. South Suburban College installed an intruder alarm system that saved police overtime costs. South Suburban College officials also reduced one staff position, and implemented a slow-hire process for nine other employees. Highland Community College delayed replacements of vacated positions. Prairie

State College held two and a half administrative and support staff positions vacant. Community colleges' use of these cost-cutting measures resulted in more than one-half million dollars being reallocated to higher priority activities.

Many community colleges are increasing their use of **enhanced administrative computer systems**. Parkland College computers were networked collegewide. Shawnee Community College completed computer networking of faculty and administrative staff, and Belleville Area College implemented the first phase of a districtwide computer network. Highland Community College replaced its administrative computer network, and Triton College built a campus network infrastructure for electronic distribution of information and for Internet access. College of DuPage implemented a computerized records management and ticket-tracking system.

Several community colleges used **video systems to improve the efficiency of campus operations**, extend services to surrounding communities, and facilitate student registration. Belleville Area College completed an inter-campus video network and is extending it to ten communities. Danville Area Community College developed a video on student registration and a Community Affairs television program and offered a satellite video conference. Moraine Valley Community College installed a video distribution system.

Several colleges significantly improved the efficiency of college operations by enhancing their **telephone systems**. Sample initiative descriptions follow. Elgin Community College completed a study to upgrade the existing telephone system to enhance its compatibility with the campus-wide network and to accommodate the growth of telephone users. Kishwaukee College improved its phone system with an automatic attendant, and Lewis & Clark Community College upgraded its telephone system to expand telephone registration to off-campus centers. Also, Oakton Community College replaced analog telephone instruments and console with donated digital equipment. Parkland College made technological enhancements that included the Student Information System (SIS) Voice Response Telephone Registration set-up. South Suburban College installed a Call Accounting System to monitor and reduce phone use.

In efforts to **maintain and improve their buildings and facilities**, several community college districts replaced roofing and/or siding or upgraded their lighting systems. Several examples of these refurbishment and energy saving initiatives follow. Elgin Community College replaced all uninsulated roofs with insulated roofs, Kankakee Community College completed siding and roofing projects on four buildings, Lake Land College replaced the roofs on the Field House, and Kishwaukee College repaired leaking roofs. Elgin Community College replaced all light fixtures with energy efficient units, and Kankakee Community College replaced interior lighting with more efficient units. Likewise, Lake Land College upgraded lighting systems in several buildings, and Waubonsee Community College installed a new exterior lighting system to enhance safety.

Colleges continue to monitor their **energy consumption** and have acted to improve the energy efficiency of their facilities. Moraine Valley Community College replaced an electric chiller with a gas absorption unit. Parkland College installed a chilled-water heating/cooling system. Belleville Area College installed a more efficient boiler/chiller at its Granite City Campus. Illinois Valley Community College replaced a heat-exchange unit with a more efficient unit. Kankakee Community College and Lewis & Clark Community College both replaced their

heating, ventilation, and air conditioning systems. Lewis & Clark Community College also upgraded windows with more efficient units.

Public Service Productivity and Quality Enhancements. Public service course offerings are an important part of the community college mission because they promote lifelong learning and are exceptionally responsive to community needs. Public Service programs are defined as "noncredit instruction and activities such as workshops, seminars, forums, exhibits, and the provision of college facilities and expertise to the community designed to be of service to the public." Instruction is structured so that it does not compete with regularly scheduled course offerings. Courses, workshops, camps, conferences, and the variety of activities that take place through public service programming meet the needs of community members with diverse interests.

Each year colleges continue to move in the direction of making **public service programs self-sufficient**. Noncredit courses are not state funded so colleges must look for other means of funding. Generally, courses will only be offered if they generate sufficient interest so that enrollment fees cover instructional costs. Institutions described over 100 Public Service Program productivity enhancement or quality improvement initiatives which will result in $4.3 million in expenditures, while providing $1.4 million in savings and a projected $2.9 million in reallocations over a five-year period.

Building communities by providing necessary programs and services often involves the formation of **partnerships with district organizations, agencies, institutions, or other groups** of interested residents. Danville Area Community College implemented a "Parents 2000" program between parents and educators to share information and discuss the needs of the workforce in the year 2000. Kishwaukee College's adult education staff gained membership on the DeKalb Economic Development Council and the college utilized the assistance of local leaders in revising the goals and mission of the Business and Industrial Development Center. Sauk Valley Community College also initiated activities to seek community input to improve the quality and quantity of public service offerings. Through a barter arrangement, Lake Land College provided instruction for Consolidated Communications and received access to their distance learning lab in Effingham. The college also cosponsored a program on cultural diversity on the distance learning system with the Eastern Illinois Education for Employment System and created a Corporate Training and Development Center in cooperation with Eagle Creek Resort. Moraine Valley Community College hosted an outreach program on conflict resolution, offering 14 programs to area schools. In addition, the college held several symposia which provided continuing education credit for social workers on topics such as child abuse, gangs, television violence, and overcoming learning disabilities. Richland Community College formed a partnership with the Decatur Park District to offer sailing and horseback riding classes. The college also offered a boating safety course in conjunction with the Decatur Power Squadron. Richland Community College also implemented a National Defensive Driving Program with state, county, and local police departments; circuit court offices; and judges. Olney Central College provided office space for a Public Broadcasting System (PBS) radio station. Oakton Community College joined efforts with the Illinois Arts Council to present a lyric opera. William Rainy Harper College recently formed a Regional Small Business Development Center with Elgin Community College and Kishwaukee College.

Community colleges provided a variety of **experiences for youth and adults**. During fiscal year 1995, these included a summer learning camp for children 7-17 through Olive-Harvey College, small business visitations for eighth-graders in Danville Area Community College's district, and the hiring of a College for Kids staff at several campuses. Richland Community College worked with the Decatur Arts Council to conduct Camp Kidfit for inner-city youth. All divisions of instruction at Kishwaukee College worked closely with local high schools and conducted skills contests in several areas, including engineering, electronics, office systems, horticulture, business, automotive, and agriculture. Rend Lake College offered an Elderhostel program in conjunction with a local resort and with support from the Department of Corrections.

Public service offerings often include **literacy and technology training** and **programs for business and industry**. Oakton Community College sponsored three workplace literacy programs. Danville Area Community College offered four satellite video conferences on quality management processes to the campus and community. Illinois Central College described using distance learning for continuing education workshops and consortia meetings. Lake Land College and Rend Lake College created mobile computer labs to take training to worksites throughout their districts. Richland Community College provided ISO 9000 training to inform area industries about these international quality assurance processes and standards.

Public service programs and services have an important niche in community college offerings. They have been created to be richly diverse, innovative and responsive, covering topics which regular credit courses and service offerings do not usually address. Instruction is designed to reach out to a wide cross-section of the district's population and offer instruction which are of interest to the community.

Academic and Student Support Functions Productivity and Quality Enhancements. The Illinois community college system recognizes the need to focus on the individual educational needs of students. The colleges in the system must provide appropriate testing, placement, academic advisement and counseling, and tutoring, as well as other support services to meet the assorted student needs and goals. As evidenced in this and past reports, the colleges diligently strive to provide necessary services which allow students to reach their goals. Approximately 300 academic and student support initiatives were reported this year. Academic and Student Support Services enhancements resulted in over $835,000 being redistributed to higher priority programs and services over the past year and $4.0 million in long term reinvestments.

Colleges noted increases in tutoring, testing, and efforts to assist special population groups such as disabled or at-risk students. They upgraded technology in processes such as record keeping, phone registration, and degree audit systems which provided greater access to information for faculty, staff, and students. Financial aid application processing and record keeping has also been improved. Staff were trained in customer service techniques. Learning Resource Centers set goals to develop closer ties to academic disciplines and increasing access to materials through computerized data bases.

Effective **academic advisement and counseling** is an integral factor in producing satisfied and successful students. Nineteen colleges cited advisement and counseling initiatives in their reports. Black Hawk College has begun providing targeted orientation sessions for evening and weekend students. William Rainey Harper College has increased the availability of personal

counseling services by expanding cooperative agreements with doctoral program interns from professional school and university counseling psychology programs. Illinois Central College increased student usage of its Weekend College Counselor by an "in-house marketing" campaign of this service. The counselor visits classrooms each semester, thus making the students and faculty more aware that services are available.

Eight colleges reported improvements in **assessment** strategies. For example, Southeastern Illinois Community College staff devised a system of regular contact with the Director of Developmental Education to ensure all new students are assessed properly before enrolling in classes. **Tutoring and learning skills enhancements** were implemented by six colleges. Oakton Community College's Allied Health Program provides special tutoring and related support services to students seeking graduation from career allied health programs. College of DuPage's Volunteer Tutor Program provides trained tutoring services at 32 locations throughout the district.

Although the community colleges provide the most affordable opportunity in higher education, attainment of **financial assistance** is still a necessity for many of its students. Ten colleges reported improvements in their financial aid services. Illinois Valley Community College has upgraded the computer equipment in its financial aid office and implemented electronic financial aid processing. In order to expand student access to financial aid information, Joliet Junior College has made the information available through Kiosk terminals. The Student Support Center employees at John Wood Community College make use of the Internet and Federal Register to search for alternative funding sources for students.

Enhancements to **recruitment and admissions** were initiated by 15 colleges. For example, College of DuPage expanded its outreach efforts to specifically target senior groups and ethnic community groups through its Volunteer Program, while Rend Lake was able to augment recruitment to 650 county housing units via a HUD grant. Wilbur Wright College improved "user friendliness" of program brochures and applications and enhanced customer service through staff development activities.

Career counseling and job placement services were examined and improved at eight colleges. In conjunction with several other career planning and placement initiatives, Lake Land College implemented a "Gotta Get a Job Week" during its spring semester. Rend Lake College executed a computerized Dislocated Worker Center with the intent of furthering its "One-Stop Career Center" services. Danville Area Community College developed a Graduate Directory to market the skills of graduates to area employers.

Learning Resource Center (LRC)/Library functions were enhanced at eight colleges. Danville Area Community College, College of DuPage, Elgin Community College, Moraine Valley Community College, Morton College, Oakton Community College, Rend Lake College, and William Rainey Harper College reported nearly 60 initiatives to expand LRC services, including increases in automation and networking, loss prevention, and material upgrades.

Instructional support and enrichment services include a variety of activities. Twenty-two colleges reported 75 initiatives, ranging from distance learning to special student activities. For example, Richard Daley College, Moraine Valley Community College, and Prairie State College

made improvements to laboratories within their institutions. John Wood Community College, McHenry County College, and Moraine Valley Community College reported the addition of distance learning classrooms to enhance their program offerings. Activities designed to expose the community college student to everything from the institution's management to international culture were cited by several colleges. College of DuPage reports that their student groups provide leadership to professional organizations in the state, region, and nation.

Effective **communication** is a theme which is woven throughout all initiatives reported in the academic and student support function productivity reports. Almost every college cited initiatives which improved communication, whether through advanced computer equipment or simply by planning interdepartmental meetings or providing departmental newsletters to keep students and staff apprised of current information.

Instructional Program Review Productivity and Quality Enhancement. The Illinois community college system is continuing its efforts to consolidate and streamline the PQP and Program Review reporting processes to improve productivity and strengthen accountability. This approach is appropriate since program review is an integral part of the PQP process. Conclusions reached from an examination of program need, cost, and quality (which are the minimum criteria of program review) provide critical information for establishing priorities, ensuring institutional quality, and enhancing productivity. The instructional area is one in which the influence of the merger of the Priorities, Quality, and Productivity initiative with Program Review is particularly evident. This is the second year in which all colleges have been directed to focus their attention on selected programs. This approach allows ICCB staff to give an overall assessment of what is happening across the state in specified program areas.

This section of the *Accountability and Productivity Report* summarizes the actions which emerged from the program review process. Of their own volition, the colleges elect to evaluate a larger number of programs than required by the state. In their current reports, the colleges identified over 625 initiatives aimed at enhancing instruction. These initiatives resulted in nearly $7.6 million in short-term reinvestments and approximately $4.3 million in long-term reallocations. Selected programs were reviewed in the broad program areas of agriculture; business; engineering-related technologies; vocational home economics; parks, recreation and leisure studies; construction trades; mechanics and repairers; visual and performing arts; and health professions and related sciences. The specific programs covered are identified in conjunction with each subsection.

Program review rules established in 1983 by the Illinois Community College Board and revised in 1993 require that colleges evaluate all instructional, student services, and academic support programs at least once within a five-year cycle. In fiscal year 1995, community colleges reviewed a total of 646 occupational, 164 academic, 53 developmental and adult education, 86 student and 21 academic support, and 31 other programs. A breakdown of this information by college appears in Appendix Table A-1.

Academic Program Review Highlights. In their reports on academic programs, many colleges described efforts to examine the results-to-date from the Illinois Articulation Initiative (IAI) and revise course content to match statewide articulated course descriptions, add key courses identified by IAI field panels, and eliminate several others. Courses which are not listed in the

IAI will continue to be articulated on a college-by-college basis. Colleges also reviewed courses and defined specific student learning outcomes consistent with general education objectives and competencies. Some colleges added new Associate in Fine Arts and Associate in Engineering Science transfer programs. Colleges also sought to improve retention, expand student access to computers, implement new methods of assessing student knowledge and skills, explore Internet for supplemental instructional opportunities, examine course sequencing, and continue to expand computerized instruction.

Adult Education and Developmental Program Highlights. Reports on Adult Education and Developmental Programs cited expanded efforts in areas of workplace literacy, changing demographics which brought about increases in credit hours generated in English as a Second Language (ESL), efforts to improve tracking and provide better transitional experiences for students entering college-level courses, adding computerized instruction, and reaching more students through distance learning.

Occupational Program Review Highlights. In this section of the report, an initial overview of the program status or bottom line decisions made regarding the ongoing viability of occupational curricula resulting from the program review process will be highlighted. Then information will be provided about specific actions taken by occupational program area, which includes subsections on low enrollment curricula.

Appendix Table A-2 summarizes the bottom line decisions that were taken on the 646 occupational programs included in this cycle of program review. The colleges can choose to justify one of four options to indicate a program's status: (1) continued with minor improvements, (2) significantly modified, (3) scheduled for further review, or (4) identified for elimination. Programs continued with minor improvements demonstrated a well-defined need, high quality, and cost-effective delivery. Programs which were significantly modified required significant changes to better address student or employer needs. Programs scheduled for further review exhibited characteristics which raised serious concerns, with the most common of these being low enrollment. Colleges will implement targeted remedies and reevaluate them during the next program review cycle. At that time, a decision will be made to modify or eliminate them. Curricula targeted for elimination are no longer viable. By eliminating these programs, institutions will be better able to reallocate scarce funds to higher priority programs and services. The fiscal year 1995 program reviews of occupational programs resulted in improvements to 516 programs. Ninety-three, or 14 percent, of the programs were identified for withdrawal. Thirty-seven, or approximately 6 percent, will be reassessed next year.

Appendix Table A-3 displays curricula which colleges have decided to eliminate based on their analysis. Rationale cited by the colleges include program consolidation, changes in employment demand, technological shifts, low enrollments, excessively high costs, or lack of sufficient faculty/staff resources. Ninety-three programs were eliminated by 28 of the 49 colleges in the system. Hence, nearly 60 percent of the colleges discontinued programs in order to fund higher priority programs that more closely meet pressing community needs.

Recent editions of the *Accountability and Productivity Report* updated all low enrollment occupational programs and highlighted college decisions to continue or eliminate the curricula. This year, low enrollment programs scheduled for program review were identified in a letter to

each institution. Hence, identified programs for this year represents approximately one-fifth of the total number of low enrollment programs. Since the analysis of low enrollment programs corresponds with those scheduled for program review, all programs with less than ten officially enrolled students will be addressed in a five-year cycle. The source of enrollment information for determining low enrollment status is the fiscal year 1994 annual enrollment and completion (A1) data submission.

Eight of the 49 colleges had no low enrollment programs to address in this year's cycle. For the remaining 41 colleges, commonly provided rationale for retaining active curricula despite low program enrollments included recent approval of the program, the program is in a field of emerging technology with sufficient upside growth potential, a high number of course enrollees participate in program coursework, the program is a low-cost offering, the program is provided in response to a specific industry request, or the program serves a specific community need.

AGRICULTURE AND RELATED PROGRAMS

In the field of agriculture and related programs, there were six program areas that were reviewed by all colleges. These programs are identified below.

CIP	SELECTED OCCUPATIONAL PROGRAMS REVIEWED
01	**AGRICULTURE**
	Agricultural Business and Management
	Agriculture Production Workers and Managers
	Agriculture and Food Products Processing
	Horticulture Services Operations and Management
03	**CONSERVATION AND RENEWABLE NATURAL RESOURCES**
	Forest Production and Processing
	Wildlife and Wildlands Management

Low Enrollment Agriculture Programs. There were 34 low enrollment programs identified in these agricultural curricula. Colleges submitted justifications for the continuation of 24 of them and decided to discontinue 12 programs. Hence, the number of low enrollment agriculture programs will decrease by one-third. College program reviews indicated that agricultural programs serve an important need in certain regions of the state. Students enrolling in these programs may wish to upgrade skills by taking a few courses, complete a certificate or degree, or transfer to a senior institution. While the number of students who intend to complete a certificate or degree may be small, those wishing to upgrade skills or intending to transfer help to justify the need for programs. Statewide unit cost data show 31,641 occupational credit hours, another 2,095 transfer credit hours, and 1,308 vocational skills credits were generated in agricultural coursework during fiscal year 1994. This is equivalent to 1,168 full-time

equivalent students. There were no low enrollment programs in the 03 CIP, Conservation and Renewable Natural Resources.

Actions Taken To Strengthen Agricultural Offerings. The colleges indicated a variety of approaches to improving their Agricultural offerings, including integrating labor market information into the curricula, improving physical facilities, upgrading computing capacity, increasing collaboration, and developing or modifying the curricula.

Integrating Labor Market Information. Students can maximize their employment options in agriculture-related programs by carefully selecting courses and combining certificate and degree programs. Several colleges across the state indicated that they are enhancing the level of labor market information that is being provided to students. For example, Danville revised the Ornamental Horticulture and Commercial Floriculture curricula to include an employment seminar course. Likewise, Lincoln Land Community College added an employability skills course to the Agribusiness Management curriculum. At Richland Community College, a major local employer in agribusiness makes presentations on what employers expect from recent college graduates in these fields. At Richland Community College, an increased emphasis is being placed on potential job opportunities for students in the Grain Elevator Management program. These courses and seminars are designed to help students recognize viable career options in agricultural fields.

Improving Physical Facilities. A few efforts to renovate physical facilities or relocate campus agriculture programs were noted in college reports. At Illinois Eastern's Lincoln Trail College, the Department of Corrections provided personnel to install new equipment in the horticulture lab. Similarly, Kaskaskia College relocated its Horticulture lab to a larger setting to accommodate demonstration projects. Lake Land's agricultural soil testing laboratory has been upgraded.

Upgraded Computers. Contemporary curricula in these areas include a strong emphasis on the business side of agriculture and ag-related programs. Accounting software and database management systems are widely used. Having access to current information on market conditions is important as well. At Illinois Eastern's Wabash Valley College, the AgriBusiness/Production computer lab is being upgraded and the Farm Bureau donated funds to provide access to a data subscription service. Parkland College increased the number of seats available in its Agricultural Applications of the Computer course. At College of Lake County, interactive multimedia software is being used in the Horticulture program, in conjunction with the University of Illinois-Urbana/Champaign, to assist students with the identification of trees and shrubs. Lake Land's Agriculture Production and Management and Agricultural Business and Supply programs upgraded computer software. New software packages in crop production and agricultural accounting were purchased for Agriculture Production and Management, and the college purchased a farm DATA information system for the Agricultural Business and Supply program. Relatedly, College of DuPage reports that budgeting has been approved for a computerized greenhouse environmental control and reporting system.

Increased Collaboration. To enhance student opportunities for success, agricultural program faculty are taking the initiative to collaborate with their colleagues at area high schools and at

the university level. At Kaskaskia, a tech-prep program is being implemented with area high schools to increase enrollments and raise the level of skills among entering agricultural program students. College of Lake County is offering instruction in Horticulture at the Lake County High Schools Technology Campus. Colleges also identified approaches for easing the movement from the community colleges to university. Lake Land's agriculture faculty are increasing their emphasis on articulating courses for transfer. Similarly, Richland's Agri-/Ind Processing program is in the initial phases of being restructured as a transferable program. At John Wood Community College, a Student Ambassador Program has been implemented where current students visit local high schools and discuss agriculture-related programs available at the college.

Curriculum Development and Modification. A variety of initiatives are underway to realign agriculture programs with community and area business needs. Inactivating or eliminating low demand agricultural programs is necessary to acquire resources to redirect to other college initiatives. For example, Lewis & Clark Community College's Agribusiness Management Plant and Livestock options are being inactivated as are two Agricultural Science degrees and one certificate at Kankakee Community College. Similarly, Belleville inactivated its agriculture program, and Richland discontinued its Farm Management program. At Illinois Central College, two agricultural-related Diesel programs were merged.

Courses and staff are also reassigned based on college priorities. The Turfgrass Management program at Lewis & Clark is reassigning the Environmental/Agricultural Ethics course to the Humanities division. At Illinois Valley, the number of faculty positions in Agricultural Mechanics and Agricultural Production was reduced. Likewise, Danville reassigned staff from agriculture programs to math and computer science. The number of Agricultural program support staff were reduced at Illinois Central.

Colleges officials work closely with area agricultural industry leaders to develop needed programming. Based on advisory committee input, Lincoln Land Community College plans to establish a Fertilizer Technology option in its agriculture curricula. Similarly, John Wood Community College formed a subcommittee of its Agriculture Business Management Advisory Council to concentrate on an extensive curriculum review. This council played a significant role in designing and launching a strategic plan and recruitment initiative for the Agriculture Business Management program. In consultation with the local park district, Richland added a Turf Management option to its Horticulture program. Lewis & Clark Community College's Agribusiness Management and Turfgrass Management programs are creating certificates of proficiency based on skill standards. Incorporating workplace competencies in Agriculture and Ag-related programs is also an emphasis at Richland Community College where a DACUM process is being used for this purpose. Rend Lake College plans to begin offering Horticulture courses and use telecommunications technology to improve student access to this curriculum. Shawnee Community College plans to replace a criminal law course with a new conservation law course in their Wildlife Technology program. College of DuPage's Nursery Operations Management program was changed to Nursery and Garden Center Management to coincide with business trends in the district. The Tree Care Technician program at Southeastern Illinois College has been renamed to Urban Forestry and modified to provide additional employment opportunities for students due to growing awareness of a need at more parks, forestry preserves, and other "greenbelts" in metropolitan areas. College of Lake County will continue collaborating with professional associations, such as the Illinois Arborist Association and Illinois

Florist Association, to gain additional acceptance of college coursework to fulfill industry certification requirements.

BUSINESS

In the broad program of Business, the following specific programs were focal points of the program review and PQP action statements included in the instructional program areas in Marketing Operations.

CIP	SELECTED OCCUPATIONAL PROGRAMS REVIEWED
08	**MARKETING OPERATIONS**
	Apparel and Accessories Marketing Operations
	Entrepreneurship
	Food Products Retailing and Wholesaling Operations
	Financial Services Marketing Operations
	General Retailing and Wholesaling Operations and Skills
	Hospitality and Recreation Marketing
	Insurance Marketing Operations
	Tourism and Travel Services Marketing Operations
	Vehicle and Petroleum Products Marketing Operations

Low Enrollment Marketing Programs. Enrollment data showed 31 low enrollment Marketing programs. Of these, ten will be discontinued. College programs in marketing fall into six distinct classification of instructional programs (CIP) categories. This degree of specialization contributes, in part, to the large number of low enrollment programs. Program enrollments in fiscal year 1994 ranged from 1,900 students in General Marketing and Sales (080706) to two students intending to complete certificate or degree programs in Entrepreneurship (080301). Colleges maintain that the close relationship of core courses from one marketing program to another results in low costs to the institution. While labor market predictions for these curricula vary slightly, overall they show favorable employment opportunities. The *Occupational Outlook Quarterly* (Spring 1994) indicates that employment in marketing-related fields is expected to grow in the faster than average to average rate range, signifying that substantial employment opportunities exist for persons with these skills.

Actions Taken to Strengthen Marketing Offerings. Faculty in these programs are especially sensitive to the need to adjust their offerings to shifting market conditions. Hence, the colleges are restructuring Marketing curricula, modifying scheduling, refocusing their outreach initiatives, and strengthening articulation.

Restructuring and Enhancing Curricula. Program restructuring is an important way Marketing curricula are being strengthened. Colleges are eliminating, inactivating, and consolidating

Marketing programs based on changing market conditions. McHenry's Marketing Retail Option is being withdrawn due to low enrollments. John Wood Community College's General Retailing and Wholesaling program and Lewis & Clark's degree and certificate programs in Savings and Loan Management are being inactivated. Two Marketing Management courses have been withdrawn at Kishwaukee College. In the City Colleges of Chicago system, Merchandising and Marketing programs are being downsized and reengineered. At Truman College, a faculty position in Merchandising and Marketing was eliminated and the funding reallocated to developing an International Business Program and the accompanying International Development Center. Similarly, at Harold Washington College, two faculty positions were eliminated in the Merchandising and Marketing program. Two colleges specifically mentioned Marketing program consolidation. At Richland, Banking and Finance has been subsumed into the Business Management degree. At Rend Lake College, the AAS programs in Management, Marketing, and Accounting were combined into a single degree in Business with three specializations.

Further integration of computers and increased math entrance requirements were other common themes in college restructuring initiatives. As a part of Rend Lake's reorganization in the Business area, there has been an increased emphasis on building computer skills and the implementation of a more rigorous mathematics entry requirement. At Harold Washington College, the Merchandising and Marketing curriculum was revised with an emphasis on further use of computers across the curriculum. Additionally, computers and lab space are being upgraded, more stringent math entry requirements implemented, and an internship component added to the curriculum based on input from the Business Advisory Committee.

The incorporation of continuous quality improvement (CQI) and total quality management (TQM) concepts into Marketing programs was another popular curriculum enhancement activity. CQI stresses thoughtful analysis of current activities, teamwork, focusing improvement efforts on high priority items, action planning, and an ongoing commitment to measuring progress toward desired goals. Sustained movement in a positive direction is pursued through these processes. Danville Area Community College is adding a CQI/TQM management course to its Marketing Mid-Management program. Likewise, Wabash Valley is infusing quality management concepts into the Mid-Management curriculum. Similarly, teams and a teamwork philosophy are being incorporated into the Sales program.

Several colleges mentioned that coursework in this area is being reformulated. South Suburban College is using a DACUM process to revitalize its Retailing program. Olive-Harvey is revising course content in its Marketing and Mid-Management programs. At Lake Land, new coursework in Human Resource Management, Labor Relations, and International Business is being added to the Management program. Changes at Lake Land have led to new related certificates in Entrepreneurship-Small Business Ownership, Management, and Professional Sales. Similarly, Moraine Valley revised options within their Marketing and Merchandising programs. McHenry County College is revising its Business Management programs by strengthening overall program coordination, including the scope and sequence of the material being covered. At Rend Lake College, business students completing a capstone course are now required to register with the Job Placement Office. Southeastern's Business Management program, Richland Community College's Marketing program, and Waubonsee's Marketing/Business Administration/Retailing programs are all being revised. Waubonsee restructured its Small Business Management Advisory Committee to get a broader cross-section of area businesses involved. To achieve

similar results, Kaskaskia College is actively recruiting local part-time faculty working in the industry to teach in the Marketing-Retail Management program. Logan added a full-time faculty member to its Fashion Merchandising staff based on student demand.

Scheduling. Marketing program faculty and administrators are making adjustments to the times and delivery systems they use for providing instruction. At Moraine Valley Community College, Business Administration class size maximums have been adjusted upward to allow more students access to courses at desired times. Likewise, Sauk Valley Community College has modified Marketing program class scheduling to allow additional flexibility to students. Oakton increased the options for instructional delivery by using interactive video for instruction in their Marketing/Management and International Trade programs. At Lake Land, additional courses across business curricula are being taught via telecommunications.

Increased Marketing Efforts and Strengthened Articulation. Enhanced marketing and better articulation are goals that were specifically mentioned by several colleges. At Wright College, Merchandising and Marketing program brochures are being redesigned. Waubonsee enhanced its marketing plan for Retailing and Fashion Merchandising. McHenry County College officials have conducted a satisfaction study of Business students who transfer to examine ease of transfer and applicability to upper-division coursework. To provide students with additional options, Lake Land's Management program has recently entered into a 2+2+2 arrangement with local high schools and Eastern Illinois University.

ENGINEERING-RELATED TECHNOLOGIES

Actions taken in the following Engineering-related Technologies were highlighted in college reports.

CIP	SELECTED OCCUPATIONAL PROGRAMS REVIEWED
15	**ENGINEERING-RELATED TECHNOLOGIES**
	Environmental Control Technologies

Low Enrollment Environmental Control Programs. There were six low enrollment Environmental Control programs. Environmental Control technology is an area of emerging development which is experiencing slow initial growth. Many of the credit hours were generated in water/wastewater treatment programs. In such programs, students are often already employed in the field when they enroll at the college. They typically demonstrate a need to expand their knowledge and skills to stay up-to-date with regulations and technology or progress to more advanced positions. Colleges reported plans to continue three and withdraw four Environmental Control programs.

Actions Taken to Strengthen Engineering-related Technologies Offerings. Waubonsee reevaluated and enhanced marketing efforts for its Environmental Hazardous Materials Technician program. Lake Land revised its Water/Wastewater Operator program and incorporated new reading materials into the program. Additional dialogue is occurring between local employers and Rend

Lake faculty regarding their expectations for Industrial Service Technology graduates. Based on this input, to date Rend Lake College improved the Industrial Service Technology program by adding computers to the robotics lab and is using grant funds to purchased computer-aided design software. College of DuPage officials decided to discontinue the Environmental Health program.

VOCATIONAL HOME ECONOMICS

Relatively few colleges offer programs in the designated Vocational Home Economics programs, which are listed in the following table.

CIP	SELECTED OCCUPATIONAL PROGRAMS REVIEWED
20	**VOCATIONAL HOME ECONOMICS**
	Custodial, Housekeeping, and Home Service Workers and Managers (Elder Care Provider/Companion and Custodian Caretaker)

Low Enrollment Vocational Home Economics Programs. There were two low enrollment Custodial programs (CIP 2006). Of these, one will be continued and one will be eliminated. There are currently only three colleges in the state enrolling a total of 20 students who have indicated their intent to complete a certificate or degree. However, in fiscal year 1994, over 300 credit hours were generated, indicating that course takers, in addition to program enrollees, help to substantiate the need for such programs.

Actions Taken to Strengthen Vocational Home Economics Offerings. There is little activity to report in the targeted programs. McHenry County College designed a pilot program in Home Health Aide training in conjunction with interested area high schools. Lincoln Land Community College created a Building Maintenance program at the Taylorville Technical Training Center. At Danville Area Community College, the Industrial Maintenance program was revised to include an employment seminar course. Heartland developed a laboratory for the initial Electronics course in Maintenance Technology.

PARKS, RECREATION, AND LEISURE STUDIES

The following programs were reviewed in Parks, Recreation, and Leisure Studies.

CIP	OCCUPATIONAL PROGRAMS REVIEWED
31	**PARKS, RECREATION, AND LEISURE STUDIES**
	Parks, Recreation, and Leisure Facilities Management
	Health and Physical Education/Fitness

Low Enrollment Parks, Recreation, and Leisure Studies Programs. In Parks and Recreation, there were two low enrollment programs. Both will be withdrawn because the need for the instruction as it was structured was no longer necessary.

Actions Taken to Strengthen Parks, Recreation, and Leisure Studies Offerings. Overall, an emphasis on "wellness" is the trend in these programs. In the Physical Education, Health, and Wellness programs, McHenry County College restructured staffing patterns to improve efficiency of operations and available services. In partnership with Good Samaritan Hospital, Rend Lake College opened a new Aerobics Super Circuit Fitness Center at the Mt. Vernon healthcare facility. An on-campus fitness/wellness center was opened in conjunction with Sauk Valley Community College's physical education program. Moraine Valley standardized laboratory experiments in the Anatomy and Physiology program to provide additional assurances that students were adequately prepared for further studies. Another initiative at Moraine Valley was the implementation of an enhanced marketing plan for their Recreation Programs. The Health and Fitness program at Moraine Valley is being revised.

CONSTRUCTION TRADES

As indicated in the following table, the integrated construction program was the focus of this year's program review.

CIP	OCCUPATIONAL PROGRAMS REVIEWED
46	**CONSTRUCTION TRADES**
	Construction Trades (Integrated)

Low Enrollment Construction Trades Programs. There were no low enrollment programs in Construction Trades.

Actions Taken to Strengthen Construction Trades Offerings. Several program improvement initiatives in Construction Trades were described by the colleges. At Illinois Central College, the Architectural Construction program upgraded computing capabilities with CD-ROM and a computer overhead projection system. South Suburban College added a continuous quality improvement/total quality management component to its Building Construction program. Lake Land is in the process of revising its Construction Occupations programs. Relatedly, Belleville is inactivating its construction Electrical Wireman program and withdrawing its Industrial Ironworker program.

MECHANICS AND REPAIRERS

CIP	OCCUPATIONAL PROGRAMS REVIEWED
47	**MECHANICS AND REPAIRERS**
	Stationary Energy Sources Installers and Operators

Low Enrollment Mechanics and Repairers Programs. One low enrollment Stationary Engineer program exists. This program is funded through a contractual arrangement with a major Illinois utility company; therefore, the program is cost-effective for the college which offers it and provides needed training for an area employer.

Actions Taken to Strengthen Mechanics and Repairers Offerings. Belleville and Triton are the only colleges offering programs directly in this area (CIP 470501). Belleville operates the low enrollment program in Power Plant Technology which has been existence for a short period of time. The program is entirely operated on a fee-for-service basis and provides a positive cash flow. Belleville describes the program as having up-to-date syllabi and a well-equipped lab. An active advisory committee supports the program. Triton's Stationary Engineer certificate program mainly serves students who are already employed in the industry. The program primarily fulfills the need to upgrade skills among heating, ventilation, and air conditioning professionals. Equipment and facilities are state-of-the-art.

VISUAL AND PERFORMING ARTS

The area of focus within Visual and Performing Arts is Drama/Theater Arts and Stagecraft.

CIP	OCCUPATIONAL PROGRAMS REVIEWED
50	**VISUAL AND PERFORMING ARTS**
	Drama/Theater Arts and Stagecraft

Low Enrollment Visual and Performing Arts Theatre Programs. Only one low enrollment program exists in Theatre (CIP 5005). That program will be modified and continued.

Actions Taken to Strengthen Visual and Performing Arts Theatre Offerings. Kennedy-King College plans to reduce costs and increase recruitment efforts to improve this program. The facilities for the program are state-of-the-art and an Advisory Committee is being consulted to strengthen the curriculum. Enhanced recruitment will be a key to this program's future.

HEALTH PROFESSIONS AND RELATED SCIENCES

Nursing and Miscellaneous Health Aides are the programs that were examined in the Health Professions and Related Sciences area. The need for trained healthcare professionals is expected to grow as the demographics of the average age of the population shifts upward. The graying of the baby boom generation will result in the need for increased healthcare.

CIP	OCCUPATIONAL PROGRAMS REVIEWED
51	**HEALTH PROFESSIONS AND RELATED SCIENCES**
	Nursing
	Miscellaneous Health Aides

Low Enrollment Nursing Programs. Seven low enrollment programs were identified in Nursing and Nursing-related fields (CIP 5116). Six low enrollment Nursing programs will be continued and one will be eliminated. Among those to be continued, two exhibited enrollment increases and the remaining four indicated that even though enrollments were low, the number of completers justified the need for the program. Students frequently indicate that Registered Nursing is their program of choice even though they complete the requirements for basic nurse assistant or practical nurse certificates and exit college to work in these occupations.

Actions Taken to Strengthen Nursing Offerings. The colleges reported a variety of actions aimed at enhancing their nursing programs which have been grouped by the following categories: equipment upgrades and facilities expansion, instructional technology enhancements - computer hardware/software/CAI/video, retention and assessment initiatives, staffing changes, linking and strengthening curriculum, and other program improvement initiatives.

Equipment Upgrades and Facilities Expansion. Assuring that adequate equipment and facilities are available for Nursing students can be challenging. Several colleges mentioned specific efforts to acquire additional equipment for their Nursing programs. The Nursing labs at Illinois Central College, Moraine Valley Community College, and Parkland College have been enlarged and extra beds added. Serviceable surplus equipment has been purchased at auction to contain costs as Illinois Central College's Nursing lab was expanded. Elgin Community College's Nursing program received donated Spacelab Cardiac Monitors as well as surplus medications and intravenous solutions from area hospitals and nursing homes. Other colleges that mentioned making improvements to their Nursing labs were Belleville Area College, Heartland Community College, Highland Community College, Sauk Valley Community College, Spoon River College, and Waubonsee Community College. Parkland College generated funds for Nursing program equipment by being compensated for sharing facilities with the University of Illinois. Additional clinical sites have been added to the Moraine Valley Community College and John Wood Community College Nursing programs.

Instructional Technology Enhancements-Computer Hardware/Software/CAI/Videos. Nursing faculty are making use of the latest advances in instructional technology to help teach their students. Computers are an integral part of the instructional process in Nursing programs. Computer hardware and software in the Nursing labs at Elgin Community College and Illinois Central College are being upgraded with grant funds. Richard J. Daley College, Olney Central College, Kaskaskia College, and Spoon River College also purchased additional computers for their Nursing labs. Oakton Community College acquired portable notebook computers for the college's Nursing programs. The notebook computers have been especially useful for work being conducted at clinical sites. Interactive training videos are being widely used to enhance classroom and clinical lab instruction. Daley, Truman, and Highland purchased training videos for their Nursing curricula. Computer-assisted instruction is also used extensively in Nursing.

Lake County's registered nursing program is using laser disks for computer-aided instruction modules. CAI is being used in the Nursing programs at Illinois Central, McHenry County, and John Wood. At Logan, tutorial software in pharmacology has been purchased for the Nursing Assistant program. Likewise, Moraine Valley purchased interactive video hardware and other software for its ADN program.

Retention and Assessment. Nursing curricula are recognized as being among the most challenging programs available in community colleges. To increase student success, Nursing program officials are making concerted efforts to assess student competencies and augment available services. At Lake County, an outcomes assessment project is being conducted in conjunction with the Registered Nursing program. Similarly, as a part of its institutional effectiveness initiative, Moraine Valley has upgraded and validated its Nursing theory tests. Reasons for attrition are being examined by college officials at Lewis & Clark, including personal, academic, economic, and medical. To increase access and retention, additional information about financial aid options are being provided to Nursing students by staff at Oakton and Lewis & Clark.

At several colleges, the support services are being recognized as an important part of Nursing program plans for increasing retention. Moraine Valley has revised and implemented workshops on math, writing, and computer usage for ADN students. Likewise, Oakton is strengthening the support services provided to Nursing students. At Rend Lake College, prospective Nursing and other allied health students are receiving additional preparation in mathematics. At Kaskaskia, CNA students are being provided with additional tutoring opportunities to boost retention. Olive-Harvey and Lewis & Clark are carefully monitoring student retention and developing early intention strategies. Richland Community College has activated a retention plan for Nursing students and implementing tailored remediation plans as necessary.

Staffing. Selected colleges indicated that the emphasis in staffing for their Nursing programs is to put additional instructors in the classrooms and at clinical sites. Some colleges are hiring new staff while others are shifting staff from administrative to instructional positions. Additional part-time staff are being hired for Nursing programs at Olive-Harvey and Frontier. Based on student demand, John A. Logan College hired two staff and Heartland hired one additional staff member in Nursing. At Highland, the Director of Nursing has become a joint administrative and teaching position. Likewise, at both Illinois Central and Elgin instructional and clinical supervision assignments have been combined for selected Nursing Assistant classes to cut costs. At Logan, staff and facilities are shared among all levels of the Nursing programs to minimize costs and reinforce the proper scope and sequence.

Linking and Strengthening Curriculum. Nursing program faculty and administrators are seeking additional linkages between their programs. Lake County achieved better articulation with area high schools by instituting a tech-prep program in the Basic Nursing Assistant program. Relatedly, Truman has implemented a bridge program for Licensed Practical Nurse completers who are eligible to pursue a second year Nursing program. Sauk Valley has also added Nursing bridge courses to its catalog. Likewise, at Wright College in the Certified Nursing Assistant program a 1+1 agreement has been reached with district LPN programs to allow for a smoother transition for students between the programs. Olive-Harvey and Truman initiated NLN accreditation to enhance graduate placement and facilitate the articulation of courses to four-year

institutions. Danville LPN faculty and administrators are conducting site visits to area institutions with similar programs to collaborate on the best aspects of each program. Danville's Certified Nursing Assistant program has formed an Advisory Committee with area employers. Lewis & Clark is conducting a study of Nursing student expectations in Nursing programs and using the information to generate discussion and interaction among the faculty. In response to shifting caregiving practices in the field, Kaskaskia's Nursing program is incorporating more community care and long-term care experiences into clinical experiences. Likewise, the number of Basic Nurse Assistant courses has increased at Rend Lake College.

Other Nursing Program Recruitment and Placement Initiatives. At John Wood, a marketing and recruitment campaign is underway in Nursing to increase participation in the program by qualified students. Richland has established a credentialing file for Nursing students to help with job placement and operates an Internship program. Richland has started a mentoring Program where Nursing students are paired with successful Registered Nurses in the community.

OTHER LOW ENROLLMENT PROGRAMS

There were 20 other low enrollment programs that colleges were asked to address due to responses provided in fiscal year 1994 reports. Colleges indicated plans to again review the programs in the coming year, implement recruitment efforts which may increase enrollments, modify curricula, or correct problems in data reporting. Within this group, 17 will be continued, and three will be withdrawn. Actions taken on all low enrollment programs demonstrate that community colleges are making a concerted effort to be accountable in addressing curricular concerns at their institutions.

SELECTED OTHER INSTRUCTIONAL PROGRAMS RECEIVING FREQUENT COMMENTS IN COLLEGE REVIEWS

Several colleges commented on improvements in the related field of electrical and electronic installers and repairers. Danville Area Community College eliminated an AAS degree program in Electronics. Heartland Community College purchased a microcomputer overhead projection peripheral device to better demonstrate the use of computers in electronics coursework. Rend Lake College is engaging in additional tech prep outreach in Industrial Electronics and has entered a contract to provide instruction in this specialty to Benton High School. The college's Industrial Electronic department has added state-of-the-art Programmable Logic Control to the curriculum and is using computer-aided instruction (CAI) to help students learn challenging concepts. John A. Logan College has added a fiber optics course to their Electronics curriculum and is offering the Electronic Licensure Preparation course via telecommunications.

In other Visual and Performing Arts programs, the colleges highlighted several improvement initiatives. Black Hawk College's Commercial Art program upgraded its typography course and acquired computer software to support the modified course content. Commercial Art faculty continue to strengthen its portfolio review process as a capstone element of the program. At College of DuPage, the entire Photography program was updated as eight courses were revised and two digital photography courses were added. DuPage's Graphic Arts and Design program

underwent a similar review process. The desktop publishing lab has been updated and one new faculty member hired based on demand for the program. Lincoln Land Community College's Film program updated its operations by acquiring and installing a projection system, screen, amplifier, and speakers. Macintosh computers have been added with Adobe editing capabilities. At Oakton Community College, the Art program purchased a VCR for the Art History courses. At Rend Lake College, the Fine Arts Department hired a full-time art instructor and refurbished the theater. Triton College's Art/Advertising Art program has been revised and exercises with computers have been added wherever possible. At Waubonsee Community College, the scheduling of the Art program with an emphasis in Ceramics has been revamped based on student demand.

Special Occupational Follow-up Program Review Questions

Colleges were asked to provide written responses to targeted questions posed by the Illinois Community College Board in their Program Review/PQP submissions. These questions arose from the statewide analysis of student responses to a follow-up survey conducted last year which covered the same programs as this year's program reviews. The follow-up survey is sent to students one year prior to program review, and colleges are directed to use the results of the surveys in their analysis of programs. College responses are summarized in this section of the report. They address graduate satisfaction with labor market information, the adequacy of equipment and facilities in selected programs, and articulation initiatives for selected programs. Specific initiatives will be described in forthcoming reports to the Board.

Graduate Satisfaction with Labor Market Information. Colleges were asked to address graduates' satisfaction with labor market information. This area of the student follow-up survey continues to rank lowest of all program components. Yet, it still receives average ratings in the neutral (neither satisfied nor dissatisfied) to somewhat satisfied range. In addition, it was noted that each year a few groups of graduates expressed relatively low levels of satisfaction with their jobs but, again, these ratings are typically still in the somewhat satisfied range overall. To address these concerns, the colleges were asked to intensify efforts to provide labor market information and career counseling for students and to report recent improvements in these areas.

All colleges make available a broad array of information and services which are designed to inform students of career opportunities, provide corresponding education and training, and then help them locate related employment. They provide access to computerized data bases on career and labor market information, offer workshops on resume preparation, provide job search assistance, and host job fairs. Many include an intensive career counseling component in freshman orientation sessions/courses. Others have infused career and labor market information into their instructional programs, often through mechanisms such as a required introductory course. Others have begun to incorporate career information in the college catalog as a prelude to occupational program descriptions.

Additionally, results from the follow-up study indicated some occupational graduates reported low levels of satisfaction with their jobs. A related concern is that some students lack clear information or direct experience with what a particular job actually entails. In addition to the strategies listed above, some colleges have determined that, perhaps, the most effective approach

is to provide work-based learning opportunities, including job-site tours, job shadowing/career exploration, clinical practica, internships, and apprenticeships.

Colleges also reported entering into, or planning to, participate in partnerships with other workforce training providers such as the Illinois Department of Commerce and Community Affairs and local JTPA programs, the Illinois Department of Employment Security and local job service offices, local community action agencies, and other educational institutions. Close proximity of as many workforce provider services as possible can enhance access and increase the level of comfort for the people who are seeking services.

Lastly, colleges which are effective users of labor market information in program approval, program review, and long-range planning processes ensure that occupational programs offered by the community college system are viable and that reasonable employment opportunities exist for graduates. Several institutions have conducted training for staff on the use of labor market information. Colleges can also take advantage of workshops hosted by the ICCB and semi-annual conferences conducted by the Illinois Occupational Information Coordinating Committee (IOICC).

It is encouraging that numerous community colleges are trying a variety of approaches to tackle these problems. However, it is anticipated that continued focused efforts of community colleges across the state will be necessary to raise student ratings of the labor market information they receive.

Articulation of Selected Occupational Programs. Secondly, colleges were asked to address articulation since completers from several occupational program areas were more likely to be continuing their education than other program graduates. Graduates rated transfer planning lowest of all services they received, yet the overall score was in the neutral (neither satisfied or dissatisfied) range. Colleges were also asked to address how, at the program level, students are provided with transfer information in Agriculture, Fashion Merchandising, General Retailing & Wholesale Operations, Construction Trades, and Nursing.

Results of the most recent *Occupational Follow-up Study* indicate that 21.7 percent of all graduates surveyed are continuing their education. In the five fields listed above, continuing education ranged from 13.0 percent (Registered Nursing) to 38.8 percent (Agribusiness and Management). These notable percentages reinforce the idea that occupational certificates and degrees are no longer "terminal" academic awards. Despite the statistics and trends, however, articulation of occupational programs is still a relatively new phenomenon. Correspondingly, colleges reported articulation ranging from no articulation due to a perception that occupational programs are "terminal" programs, to assorted efforts to articulate some coursework, to efforts to develop articulation agreements with both high schools and universities.

In response to the question posed on how, at the program level, students are provided with transfer information, colleges reported a variety of activities that included providing transfer information through the transfer center, addressing occupational coursework in course equivalency or transfer guides or on-line articulation information, advising students during orientation, and maintaining close counseling relationships with students.

To ensure students the greatest amount of success at the most affordable price, colleges can and should consider the following:

- Examine transfer rates by program area and develop articulation accordingly;
- Incorporate general education core curriculum requirements into AAS programs;
- Increase the number of AAS major field core courses which are articulated;
- Develop regional articulation partnerships through consortia, school-to-work programs, etc.;
- Develop or revise curricula which parallels results from the Illinois Articulation Initiative;
- Build information about transfer options into the college catalog program description.

Adequacy of Facilities and Equipment in Selected Occupational Programs. Thirdly, colleges were advised that completers of a few programs gave lower satisfaction ratings to equipment, facilities, and materials. Colleges were asked to analyze the adequacy of the facilities and equipment in Nursing, Medical Laboratory Aide/Phlebotomy, Therapeutic Recreational Assisting, and Construction Trades programs and note recommendations and plans for improvement. If colleges had suggestions which could be implemented at the state level to keep equipment, facilities, and materials relevant and technologically current, they were invited to submit these ideas.

Maintaining state-of-the-art equipment and providing adequate facilities for associate degree nursing programs presents a challenge to colleges. Several colleges noted that facilities are overcrowded, and it was difficult to purchase large, expensive pieces of equipment; however, 21 of the 37 colleges have been successful in targeting resources for major improvements to their facilities and equipment over the past five years. Many colleges look to their communities and/or to special grants to help them face these challenges. Clinical experiences in health care facilities offer opportunities to work with state-of-the-art equipment. Facilities and equipment appear to be adequate at most of the colleges offering Medical Laboratory Aide and Therapeutic Recreation Assisting programs.

The facilities and equipment of programs in Construction Trades varies. Colleges indicated that hands-on courses often were provided at actual construction sites. Institutions working with unions or construction companies noted the advantages of exposing students to the latest equipment and materials.

Recommendations for state-level implementation included additional and continued state funding to assist colleges in purchasing state-of-the-art and expensive equipment, exploring opportunities for cooperative purchasing arrangements, developing model demonstration sites in cooperation with a local community college, and supporting opportunities for faculty to gain hands-on experience in the private sector.

Special ICCB/BHE PQP Focus Questions for Fiscal Year 1995

Each year in addition to their regular program review/PQP analyses, the colleges are asked to address some specific items that have been identified during the state's review of the colleges'

previous reports or state-level analyses. During fiscal year 1995, six specific issues/questions were identified in either the Illinois Community College Board's *1994 Accountability and Productivity Report for the Illinois Community College System* or the Board of Higher Education's *Priorities, Quality, and Productivity of Illinois Higher Education: Summary and Assessment for 1993-94 and Recommendations for 1995*. These six areas included **low enrollment programs, sources of funds and targets for reinvestment, minority student achievement, retention initiatives, institutional support costs, and priorities statements**. Low enrollment programs are addressed within the instructional programs productivity and quality enhancement section. Sources of funds and targets for reinvestment are addressed in each of the productivity sections, and minority student achievement will be addressed separately in the colleges' **1995 Underrepresented Groups Reports**. Therefore, this section on state-level special focus questions will only address the colleges' responses to questions on retention initiatives, institutional support costs, and priorities statements. Retention initiatives are highlighted here and further details are provided in a separate report.

Community College Retention Initiatives. In last year's *Accountability and Productivity Report* institutional and course retention rates were analyzed systemwide and by institution. Colleges were asked to review data from the report and provide information about local initiatives to track and improve student retention. In response to this request, the colleges reported on a variety of innovative activities to reduce attrition and accentuate student success which are described in a separate report entitled *Accountability and Productivity: Retention Initiatives in the Illinois Community College System* (September 1995). Further background information about initiatives at each institution appear in the appendix of this report. Several major themes were evident in college descriptions of their retention programs, including improvements in assessment and placement, advisement and counseling, mentoring, student orientation, student tracking systems, coordination of retention activities, special workshops and seminars designed to build skills and enhance retention, and increasing the space allocated or emphasis on student services.

Institutional Support Costs. An examination of administrative costs in the *1994 Accountability and Productivity Report* showed institutional support costs were increasing faster than other functional area costs. Institutional costs for this reporting period are defined as those costs that benefit the entire college and are not readily assignable to a direct cost center. Examples include administrative data processing, insurance costs, legal fees, scholarships, and tuition chargebacks.

The 1994 report called for community colleges to examine institutional support costs to determine specific areas of concern and what measures could be undertaken to relieve rising costs. Many colleges reported the increases in institutional support costs were due to necessary investments in upgrading and replacing management information systems and to increases in insurance costs.

Table 3

INCREASES DUE TO COMPUTING AND/OR INSURANCE COSTS

College	Increased Costs Due to Administrative Computing	Increased Costs Due to Insurance
Black Hawk	X	
Danville	X	X
Elgin	X	X
Harper	X	X
Highland	X	
Kankakee		X
Kaskaskia		X
Lake County	X	X
Lake Land	X	
Moraine Valley		X
Morton	X	X
Parkland	X	X
Prairie State	X	
Rend Lake	X	
Richland		X
Rock Valley	X	
Carl Sandburg		X
Sauk Valley		X
South Suburban	X	X
Triton		X
Waubonsee		X

Administrative Computing. Thirteen colleges reported that the necessary investment in upgrading and replacing data processing systems was a major contributor to the rising institutional support costs. With the increasing need for more sophisticated reporting and the increasing demand for information both internally and externally, colleges are faced with significant capital investments. Black Hawk College purchased new hardware and software to support their finance, student, and financial aid systems. Danville Area Community College purchased a new administrative management information system to provide the college with more effective tools to collect, store, retrieve, and analyze data regarding financial, human resources, and student information.

While upgrading and replacing management information systems require significant capital outlay by the colleges, the investment will provide long-term cost savings by improving systems and providing more efficient processes. Many of the colleges reported that they do not anticipate costs associated with administrative computing to decrease in the next few years. However, they do expect the costs to stabilize.

Insurance. Fifteen colleges reported that increased costs for insurance accounted for a significant portion of the rising costs in the institutional support area. The colleges have taken steps to stabilize health care costs by implementing self-funded programs and establishing preferred provider organizations. Triton College reported that for the last two years they have diligently examined options and made changes in their health care plan to help maintain or reduce these costs. In fiscal year 1994, the college implemented an employee contribution plan for health insurance coverage and began participating in a preferred provider organization with an incentive plan to increase employee participation. Triton also supports its employees in preventive health care measures by offering fitness programs free of charge, along with offering health care screening and an employee assistance program.

Many of the colleges reported that they have established insurance review committees to continually monitor insurance programs and to seek cost savings by issuing Request for Proposals for insurance coverage and by establishing self-funded programs.

Other Issues. Tuition waivers, scholarships, and chargebacks are also reported as increasing costs in the institutional support area. Tuition waivers, which include waivers for employees, athletes, achievement awards, and adult education, have been steadily increasing as tuition rates and the unit cost of instruction have risen. Many of the waivers are mandated by legislation. The colleges do not anticipate costs associated with waivers, scholarships, and chargebacks to decrease significantly in the next few years.

Conclusion. In fiscal year 1996, the Uniform Financial Reporting System will begin providing additional financial data to continue the study of rising costs in institutional support. The Uniform Financial Reporting System will redefine institutional support costs by combining general administration with institutional support and by moving tuition waivers, scholarships, and chargebacks into a separate category. In fiscal year 1996, colleges will begin reporting institutional support costs under the revised definition.

The Uniform Financial Reporting System will also provide a greater level of detail for analysis. For example, the system will identify health care costs for medical, dental, vision, and life insurance. A study of the costs for health care components will provide for a much more in-depth analysis of insurance costs.

Community colleges should continue to monitor institutional support costs. They should continue seeking cost savings for insurance by managing health care expenditures and continue making prudent investments in their management information systems to provide for long-term savings through efficiencies and productivity gains.

Priorities Statements. The Board of Higher Education's November 9, 1994 report, *Priorities, Quality, and Productivity of Illinois Higher Education: Recommendations for 1994-95*, indicated that "...community colleges...(should) develop priority statements to guide college-level decisions about productivity improvements, program development, and budget allocations." Colleges were requested to include priority statements on the topics of instruction, administration, and public service in their fiscal year 1995 Program Review/PQP submissions. Institutions could draw upon statements found in their missions, strategic plans, and goal setting in preparation for North Central Accreditation visitations.

This section summarizes some of the common themes that ran throughout the community colleges' priorities statements. The September 1995 Board of Higher Education's agenda materials contained copies of the colleges' complete statements.

In addition to their priorities statements, several colleges provided information on the process utilized by their institution to generate planning and priority statements. For example, College of DuPage "...is designing an ongoing process of planning, coordinating, implementing, and assessing the institution's progress in accomplishing its mission." This process will involve continuous collegewide input. The Planning Process Advisory Committee, which oversees and advises the institutional planning process has developed four Mission Achievement Planning Teams. These planning teams will be task-oriented and oversee specific institutional efforts at the mission state/institutional goal level for planning, coordinating, and institutional effectiveness assessment. The Mission Achievement Planning Teams are as follows: Educational Directions, Academic and Student Services, Community Enrichment, and Institutional Climate." From these topic areas, the college's priority statements flowed.

Prairie State College identifies strategic directions annually through a process that involves the board of trustees and representatives of the faculty, administration, supportive staff, student body, and district population in a strategic planning workshop, followed by the distribution of a post-planning survey. The survey enables the collection of feedback regarding the proposed statements and endorsement of the entire range of strategic directions. For 1995-96, the college established five major priorities: Student Retention and Success, Public Image and Awareness, Institutional Efficiency and Productivity, Institutional Effectiveness and Outcomes, and Telecommunications and Technology. Specific priorities for 1996 were not yet developed at the time of report submission, but the college included information on those which were established for fiscal year 1995 and the progress in meeting them.

Statements submitted by colleges had some definite commonalities, yet each report had its own flavor as defined by college mission, students served, administration and trustees, and community needs. Some statements were very specific in nature; others were more philosophical. At least ten primary themes emerged: teaching/learning, student access and success, services, workforce preparation, diversity, community building, communication, leadership, technology, and resources. The reader will note an overlap of items in some of the categories listed below. These most commonly occurred with technology, services, communications, and resources.

Theme 1: Teaching and Learning. Every college included priorities that could be considered related to the teaching/learning process. Two topics within teaching and learning were among nearly all colleges priorities - assessment and technology. In addition, colleges described activities to enhance student transfer, establish variable-entry/variable-exit programs and courses, examine part-time/full-time faculty ratios, expand the number of internships and apprenticeships for students, provide mentoring experiences for part-time faculty, and develop testing centers.

Lewis & Clark Community College will use information gained during in-service training sessions and conferences and classroom research to continue to expand methods of instruction. These include discovery learning, collaborative learning and, most recently, constructivist learning. All these promote active learning in the classroom, which is an institutional goal.

Theme 2: Student Access and Success. As with teaching/learning, student access and success was found within nearly all colleges priorities statements. Reports described establishing student tracking processes, promoting seamless articulation between program levels, strengthening recruitment and retention, implementing tech-prep programs, revising course scheduling, developing comprehensive support services, and providing orientation sessions. Again, as in Theme 1, the use of technology to facilitate student access and success was commonly cited. For example, McHenry County College plans to provide all students with greater access to course articulation and personalized degree audit information through the installation of a computer kiosk.

Theme 3: Services. Improvement of services, including campus, support, student, and public services, was commonly cited among priority areas. In addition, items such as customer service, ensuring excellence through Continuous Quality Improvement (CQI), and economic development were also discussed. Joliet Junior College listed among its academic and student services priorities the need to develop a career center to holistically meet the needs of students with undeclared, as well as declared, programs of study. Among several other activities, Richland Community College will evaluate academic advising and registration procedures and develop alternative options. Rock Valley College plans to lease a facility large enough to provide a "one-stop center" in cooperation with the Illinois Department of Employment, Rock River Private Industry Council, and other related agencies. John Wood Community College will work with at least one company to benchmark testing manufacturing process and practices, complete a formal needs assessment based upon the results of the benchmarking process, and initiate a modernization project of the company based upon the needs assessment.

Theme 4: Workforce Preparation. Workforce preparation priorities included plans to implement SCANS skills for occupational programs, establish new programs, provide customized training, be a "first-source" trainer, and establish economic development offices. For example, Richard J. Daley College places a priority on creating a strategic alliance with business and industry, community and economic development entities, and consortia to provide customized educational programs and workforce training in Chicago. William Rainey Harper College plans to integrate data bases so that a centralized data base will hold all information about interaction with Business, including (1) placement of students; (2) co-op, internship, and tech-prep company sponsors; (3) career advisory member companies; (4) corporate services clients; (5) foundation donors; and (6) business-sponsored students on campus. College of Lake County has established a priority to serve as a catalyst to attract new business and industry to Lake County.

Theme 5: Diversity. At least 18 colleges addressed the topic of diversity and included statements on internationalizing curricula, promoting diversity through college hiring practices, and recruitment efforts. Lincoln Land Community College exemplified several colleges' statements when indicating that it would sensitize students, faculty, and staff to issues of multiculturalism and diversity, introduce international/global education across the curriculum, and provide community and business development for minority communities.

Theme 6: Community Building. It was not surprising to find community building among the community colleges' priorities. One of the most common words within the priorities statements was "partnerships," which could involve groups such as other institutions, agencies, advisory committees, and various other constituencies. For example, Lincoln Trail College plans to

increase industry partnerships through the economic development program, industrial training, tech prep, and curriculum revision. Kaskaskia College cited a goal of enhancing relationships and developing partnerships with other agencies and community organizations. Among the groups cited were area high schools through articulated curricula, senior citizens, other community service agencies, economic development groups, and other higher education institutions. Likewise, Waubonsee Community College will foster cooperative relationships with civic, governmental, and professional business associations on a local, regional, state, and national level.

Theme 7: Communication. Several districts developed goals/priorities statements relating to communications. Colleges addressed this topic from either an internal or external perspective. Internally they sought to improve communications within the institution by implementing networking capabilities through technology, improving signage, or more clearly communicating policies and procedures to students. Externally, they described goals to improve the quality of college marketing efforts, strengthen the institution's image, or increase public speaking opportunities to promote college programs and services. For example, Heartland Community College has placed high priority on implementing a strategy to enhance community awareness and acceptance of the college by establishing a speakers bureau and a plan for increased interaction with media representatives, community leaders, and legislators.

Theme 8: Leadership. Colleges expressed their commitment to excellence and their intent to become "models of distinction" as was described in College of DuPage's report to advance the position of community colleges from a local, statewide, and national perspective. Black Hawk College has established "Leadership through Service" as a high priority. To accomplish this it will complete a plan to implement "Leadership--Henry County," encourage and support the employee community in making presentations, encourage and support the employee community in providing leadership in professional and community groups, and develop a leadership institute at Black Hawk College. Parkland College plans to develop a model collegewide Center for Excellence in Teaching and Learning that builds on the college's dedication to, and expertise in, teaching and learning. Goals include expanding its role in economic development and business training, planning articulation agreements with district high schools, reaching out to elementary school faculty and students, continuing the college leadership development program, implementing new financial aid process and new federal direct student loan program, beginning to implement the recommendations of the special task force to position Parkland as a key regional community college, and continuing to develop and implement a model two-year college international education program.

Theme 9: Technology. While several colleges specifically included sections within their priorities statements on enhancing technology, all colleges included references to the increased use of technology to achieve their priorities. It is clear that community colleges agree with the emphasis that the state is placing on expanded technological advances for teaching and learning, as well as for more efficient operation of institutions. For example, four of Kishwaukee College's curriculum and instruction priorities dealt specifically with technology: upgrade a student computer lab and 34 faculty and staff workstations, implement a distance learning classroom, upgrade and deliver better satellite programs, and implement Internet. Moraine Valley Community College plans to hire a Director of Interactive Learning to help faculty and staff develop programs that use multimedia and help with individual student learning. It also

plans to improve access to information technologies by installing systems so that students can access information easily; establish a campuswide area network that connects all computers on campus to administrative systems, academic systems, Internet, and E-mail systems; and deploy technology to increase productivity, efficiency, and to distribute information widely on the campus, including the feasibility of purchasing new computer hardware and software for administrative use. Not only did the college set priorities on the acquisition of equipment, but also on the need to be prepared to use the equipment effectively through adequate training and development.

Theme 10: Resources. Resource priorities, for purposes of this report, included human, fiscal, natural energy resources, and facility utilization. Specific references included plans to develop methods to develop relationship with alumni, make necessary improvements to buildings, strengthen the College Foundation, develop procedures to promote cost-effective purchasing, promote employee recognition and career development programs, improve hiring processes, develop equipment replacement plans, perform environmental scanning, reorganize administrative structures, find alternatives for storage and retrieval of permanent records, and utilize technology effectively.

Belleville Area College spoke of strengthening and diversifying the college's human resources by continuing the institutional commitment to workforce diversity by developing and expanding the pool of underrepresented groups from which the college employees are selected, increasing the number of full-time faculty to assure continued instructional quality and move toward a lower ratio of part- to full-time nonfaculty staff, and by designing and implementing staff development programs establishing in-house career ladders that recognize employee self-improvement and continuing education. Highland Community College is reorganizing its administrative structure and responsibilities in order to enhance decision making, planning, and resource generation through a series of specific actions. South Suburban College has identified a series of priorities to meet its goal of financial stability. Among these priorities are running all nonacademic and continuing education programs on a cost-recovery basis; monitoring and reviewing insurance costs; and aggressively pursuing state, federal, and private grants in key areas that are consistent with the college's mission.

State-Level Accountability and Productivity

Update on Recommendations from Statewide Program Review Analysis - Fiscal Year 1994. The January 1995 *Community College Program Review Report* described the results of program reviews throughout the system and indicated that, from a statewide perspective, program need was well documented for two-thirds of the programs; however, conclusions reached in the remainder of program areas warranted further analysis and action by both ICCB staff and community college faculty/staff.

Recommendations for Accounting/Bookkeeping (CIP 5203). *"Significant numbers of accounting graduates reported inability to find jobs in their field. ICCB staff should work with colleges in which follow-up data paralleled or fell below the statewide average of students in unrelated jobs. Solutions should be sought in terms of modifying curricula, limiting enrollments, and consolidating or eliminating programs. In addition, accounting curricula should include*

computerized instruction to adequately prepare students for the nature of accounting tasks in the world of work. Strong consideration should be given to establishing entrance requirements and prerequisite courses to increase retention and student success in beginning-level accounting courses. Capstoning programs should be considered since advancement is limited without additional education."

Update. Program enrollment (headcount) data for Accounting Technician (CIP 520302) declined from 7,656 in fiscal year 1993 to 6,815 in fiscal year 1994. This represents a decrease of 11 percent, whereas, overall, community college headcount enrollment dropped only 4 percent. Additionally, six colleges (Richland Community College, Illinois Valley Community College, Rend Lake College, Rock Valley College, Triton College, and Kishwaukee College) withdrew a total of five accounting technician curricula during fiscal year 1995. Improvements to existing programs were also noted. Colleges upgraded computer assistance to students, implemented accounting review sessions outside of classroom time to improve success in beginning coursework, and experimented with individualized instruction in accounting. Math and computer requirements were examined for appropriateness and curricular modifications resulted as needed. Students at one college are now required to register for co-op instruction and job placement services to improve opportunities for securing employment. A review of college catalogs reveals that, clearly, 36 institutions have infused computer applications into accounting certificates and degrees. ICCB staff will be contacting the remaining 13 colleges to verify that curricular modifications are planned or catalog updates can substantiate inclusion of computerized instruction.

Recommendations for Business Administration (CIP 5202). *"Articulation of general business administration and management programs is highly appropriate. Students who begin with a goal of attaining an AAS degree in this area should not be penalized by a loss of credit if later they opt to pursue a baccalaureate degree. College are, therefore, encouraged to articulate courses and develop capstone agreements with senior institutions."*

Update. Community college and university faculty members, representatives from the Transfer Coordinators of Illinois Colleges and Universities, and ICCB and IBHE staff all were active participants in developing recommendations for business transfer curricula as part of the Illinois Articulation Initiative.

Recommendations for Financial Management (CIP 5208). *"The Banking and Finance program appears to provide an important niche for students already employed, particularly because of changes occurring in the field of finance. However, for students seeking to obtain employment in a financial institution after graduation, opportunities are not as favorable. Results of the follow-up study showed a 16.7 percent unemployment rate. ICCB staff should review curricula in accordance with American Institute of Banking (AIB) recommended coursework. Colleges are requested to modify catalogs and recruitment brochures to clearly designate whether programs are designed for transfer, skills training for those already employed, or for students desiring career entry. Cooperative instruction would be advantageous, particularly for upper-level coursework."*

Update. During fiscal year 1995, Spoon River College inactivated a Banking certificate and William Rainey Harper College withdrew its Personal Banking program. A review of college catalogs indicated that colleges are communicating to students the intent of their banking/finance programs. Catalog descriptions indicate that all colleges offer programs for career entry plus most offer coursework for advancement. AIB-supported curricula was clearly denoted by almost 60 percent of the institutions. One college offers a program in conjunction with the Chicago Academy of Finance. College programs which are not affiliated with an accrediting agency are encouraged to set quality standards accordingly. Only two institutions, Prairie State College and Parkland College, offer internship classes. It is recommended that other institutions follow their lead by implementing cooperative experiences to improve students' employment prospects.

Recommendations for Quality Control (CIP 1507). *"The Quality Control program area consisting of Occupational Safety and Health and Quality Control Technologies curricula is a constantly evolving and changing area. Industry standards are changing and employer expectations are shifting. These programs should undergo close and continuous scrutiny."*

Update. In fiscal year 1995, Rock Valley College carefully reviewed its offerings in Quality Control and decided to withdraw seven Quality Control certificates.

Recommendations for Drafting (CIP 4801). *"A study of current college offerings should be conducted to ascertain the level of computerized instruction. Graduates without some computer drafting abilities are unlikely to obtain employment."*

Update. ICCB staff examined fiscal year 1994 program reviews and college catalogs and found that all colleges offer computerized instruction in drafting programs. Still, colleges need to determine whether a definite need exists for such programs and take necessary action to enhance program quality or eliminate curricula. One institution, Danville Area Community College, reviewed its mechanical drafting certificate program in 1994 and again during fiscal year 1995. Ultimately, the program was inactivated because a labor market analysis indicated few jobs are available for applicants who possess only a certificate. Shawnee Community College also inactivated a Drafting certificate.

Recommendations for Welding (CIP 480508). *"Labor market information and follow-up data for welding programs warrant continued observation of these programs. Colleges with three or more welding degrees or certificates are encouraged to consider whether all are needed to serve the local job market. If the role of a particular college's program is skill upgrading for those already employed in the field, college catalogs should reflect this. Enrollment caps or program eliminations may be appropriate."*

Update. Community college enrollment data show the number of program enrollees is on a downward trend. Fiscal year 1993 program enrollment (headcount) was 1,784; yet, in fiscal year 1994, this figure dropped to 1,541, a

decrease of 14 percent. In fiscal year 1995, one degree program was eliminated by Shawnee Community College. Colleges must continue to structure curricula to fit industry needs, whether this means to eliminate programs or create new programs in which welding skills are included, but are not the major focus.

Recommendations for Heating, Air Conditioning, and Refrigeration (CIP 4702). *"Labor market information and student follow-up results indicate that some community colleges may need to take action to decrease enrollments, regionalize or withdraw programs, and work more closely with employers. ICCB staff should develop plans with colleges to create a better balance between supply and demand and improve students' opportunities for employment."*

Update. In fiscal year 1995, two programs were approved by the ICCB and IBHE. One was at John A. Logan College, which was able to demonstrate adequate program need, and the other was a cooperative venture with the Department of Corrections and four community colleges (Southeastern, Lake Land, Lincoln Land, and Rend Lake). A need exists to look at self-perceptions of "employment related" on follow-up survey.

Recommendations for Home Furnishing (CIP 2005). *"The viability of some interior design programs is a concern. For certificates and degrees to be effective, there are strong implications that they should be articulated for transfer, serve a clearly identified local labor market niche, and be technologically current. Colleges are encouraged to impose enrollment caps to match employment opportunities. A task force of college deans and interior design department heads should be convened to analyze accrediting agency curriculum criteria and develop a plan for the future of interior design programs in community colleges."*

Update. Program enrollment in interior design programs declined less in fiscal year 1994 than college program enrollment overall. Colleges indicated plans to seek industry accreditation, introduce computer components, and provide internships and cooperative experiences. Progress on other recommendations is continuing.

Recommendations for Academic Programs. *"Colleges are encouraged to continue updating syllabi by identifying student outcomes, adding computerized instruction, examining course prerequisites to ensure that students are adequately prepared for the challenges of the coursework, and determining causes of low retention rates and initiating action accordingly."*

Update. ICCB staff substantiate the updating of syllabi during community college Recognition visits. Community Colleges are making good headway in this endeavor. A wealth of information was provided by community colleges in this year's program review/PQP submissions concerning adding computerized instruction throughout all program areas. In academic programs alone, eleven colleges upgraded equipment or expanded access to computers for students taking general education coursework. Computerized instruction continues to permeate disciplines other than communications, such as foreign language, biology, adult education, and math. Four additional institutions opened new computer labs. Other institutions reported reviewing software applicable to general education

areas as part of staff development programs. Numerous institutions made reference, either in program review submissions on specific programs or within general overviews of academic instruction that prerequisites were being examined in order to increase student success levels. Refer to the separate report for information on the array of innovative efforts currently being conducted by community colleges to encourage retention.

Recommendations for Student and Academic Support Programs. *"Staff are encouraged to work with faculty, career deans, and peers in an effort to increase access and understanding of labor market information among students. Respondents to follow-up surveys over the past few years identified their satisfaction with labor market information and career planning services the lowest of all program components."*

Update. A focus question for this year's report originated from this recommendation. Refer to the section on Graduate Satisfaction with Labor Market Information (pages 24-25).

In conclusion, community colleges, together with ICCB staff, continue to forge ahead as a system, demonstrating accountability through their actions and quality through the resulting outcomes.

Illinois Community College Board Goals for Fiscal Years 1996 Through 1998. In June 1995, the Illinois Community College Board adopted goals and objectives for the next three years. The selection of these goals was based on issues which are of high priority for the community college system and which relate to the community college system's strategic plan, **Vision 2000**. Accomplishment of the goals and objectives will contribute to the productivity enhancement and quality improvements for the system. Major objectives and anticipated outcomes in each of the goal areas are highlighted below. The ICCB is in the process of formulating detailed work plans to fulfill these objectives.

GOAL: **TEACHING/LEARNING: TO ENSURE THAT TEACHING/LEARNING REMAINS THE FOCUS OF THE COMMUNITY COLLEGE SYSTEM.**

OBJECTIVES:

1. **To continue to promote an efficient and effective school-to-work program that meets the needs of the local communities and that fully integrates community college programs with the public schools and businesses and industries of the state and region.**

   Starting Date: July 1995
   Completion Date: June 1998
   Evidence: Comprehensive set of initiatives to encourage effective implementation of school-to-work plan.

2. **To improve teaching through study projects, research, train-the-trainer, and staff development activities provided through a Center for Teaching and Learning.**

   Starting Date: July 1995
   Completion Date: June 1998
   Evidence: Establishment of Center for Teaching and Learning; statewide teaching/learning conferences; and teaching/learning awards.

3. **To improve leadership and management of community colleges through a statewide leadership development program.**

   Starting Date: July 1995
   Completion Date: June 1998
   Evidence: Statewide leadership conferences; statewide leadership program.

4. **To improve curriculum by development of statewide curricula models for developmental and remedial education and manufacturing/industrial technology.**

   Starting Date: July 1995
   Completion Date: June 1998
   Evidence: Statewide model curriculum for manufacturing/ industrial technology; and statewide model for developmental/remedial education.

5. **To improve transfer of community college coursework to other colleges and universities.**

   Starting Date: July 1995
   Completion Date: June 1998
   Evidence: Model transfer curricula.

GOAL: **STUDENT ACCESS AND OPPORTUNITY: TO ENSURE THAT ALL ILLINOISANS HAVE ACCESS TO HIGHER EDUCATION OPPORTUNITIES.**

OBJECTIVES:

1. **To expand offerings on the telecommunications network.**

   Starting Date: July 1995
   Completion Date: June 1998
   Evidence: Continued funding; faculty training and support; statewide policy development; reduction of line charges; and extension of course offerings.

2. **To provide upper-division and graduate programs offered by cooperating colleges and universities on community college campuses.**

   Starting Date: July 1995
   Completion Date: June 1998
   Evidence: Availability of programs.

3. **To increase the percentages of hard-to-serve and diverse populations recruited and retained in Illinois community colleges.**

   Starting Date: July 1995
   Completion Date: June 1998
   Evidence: Implementation of strategies to reduce or remove barriers.

GOAL: **ACCOUNTABILITY: TO DOCUMENT THE PERFORMANCE AND EFFECTIVENESS OF THE COMMUNITY COLLEGE SYSTEM.**

OBJECTIVES:

1. **To implement a uniform financial reporting system and integrate it into a statewide management information system.**

   Starting Date: July 1995
   Completion Date: June 1996
   Evidence: Fully operational reporting system.

2. **To implement a system of outcome measures for all student objectives.**

   Starting Date: July 1995
   Completion Date: June 1996
   Evidence: Measures for all student goal areas.

3. **To improve accountability measures for community college programs and activities.**

   Starting Date: July 1995
   Completion Date: June 1996
   Evidence: Revised recognition process; and revised program review process.

4. **To continue to improve public information.**

   Starting Date: July 1995
   Completion Date: June 1996
   Evidence: Implemented public information campaign.

5. **To assist all colleges in their efforts to be efficient and effective institutions.**

   Starting Date: July 1995
   Completion Date: June 1996
   Evidence: All colleges receive full recognition status and are financially viable institutions.

GOAL: **RESOURCES: TO ACQUIRE AND EFFECTIVELY UTILIZE RESOURCES FOR THE COMMUNITY COLLEGE SYSTEM.**

OBJECTIVES:

1. **To obtain improved levels of state funding.**

   Starting Date: July 1995
   Completion Date: June 1998
   Evidence: Legislative agendas and plans, funding plan study, funding levels.

2. **To obtain expanded federal resources.**

   Starting Date: July 1995
   Completion Date: June 1998
   Evidence: Acquisition of federal funds.

3. **To strengthen the Illinois Community College System Foundation.**

   Starting Date: July 1995
   Completion Date: June 1998
   Evidence: Acquisition of external funds and implementation of foundation initiatives.

4. **To strengthen adult education in the community college system.**

   Starting Date: July 1995
   Completion Date: June 1998
   Evidence: Improved funding and governance for adult education.

5. **To improve student aid packages for community college students.**

   Starting Date: July 1995
   Completion Date: June 1998
   Evidence: Improved student aid resources.

6. **To develop and implement an effective state legislative agenda for the Illinois community college system.**

Starting Date: July 1995
Completion Date: June 1998
Evidence: Legislative agenda and end of session results.

GOAL: **COMMUNITY: TO PROVIDE LEADERSHIP IN THE DEVELOPMENT AND CONTINUATION OF A SENSE OF COMMUNITY AND THE DEVELOPMENT OF PARTNERSHIPS.**

OBJECTIVES:

1. **To promote cooperation of community colleges with other entities, including other community colleges, universities, businesses and industries, high schools, and government agencies, in establishing partnerships, cooperative agreements, and consortia that would result in the delivery of higher quality programs and services.**

Starting Date: July 1995
Completion Date: June 1998
Evidence: Increased number of partnerships and cooperative agreements.

2. **To develop a better public understanding of the role of community colleges through the use of telecommunications.**

Starting Date: July 1995
Completion Date: June 1997
Evidence: Public telecommunications symposia.

Summary and Conclusions

This report summarizes accountability and productivity in the Illinois community college system, including a summary of the 49 colleges' program review and productivity reports, special occupational follow-up program review questions, special ICCB and BHE analyses, and state-level accountability and productivity initiatives. The community colleges located across the state are diverse and entrepreneurial. However, they must continually reposition themselves in a competitive marketplace by identifying underserved educational niches and rapidly responding with solid curricula taught by qualified faculty. While they are tied closely to their local communities, they are united by a statewide strategic plan, a set of statewide goals, and statewide accountability measures that are used to track educational outcomes.

College Productivity Reports. PQP and program review reporting have been combined resulting in a much closer tie between the two processes at the college level. The colleges report initiatives and results of their activities in five broad areas: instruction, academic and student support, overall academic function, administration, and public service. Highlights of these areas are presented below.

- In the overall academic area, colleges reported over 200 initiatives aimed at increasing the productivity and quality of the colleges overall academic functioning. These initiatives impact multiple areas of the college and are not limited to a particular program. Actions resulted in $5.8 million in reinvestments and $1.0 million in reallocations. The majority of colleges reported initiatives in the following areas: professional development programs; strengthening the skills of part-time faculty; distance learning through telecommunications technology; assessment, institutional effectiveness, and student success; and improvements and enhancements to computer labs and audio-visual equipment.

- In the administrative area, colleges are continuing to address their personnel needs; staff development; use of computer networks, video systems, and telephone communications; buildings and facilities; and energy consumption in creative ways. Nearly 300 initiatives were reported resulting in approximately $18.4 million in investments and $4.2 million being redistributed to higher priority activities.

- Programs provided to communities as a public service are important functions of community college missions in promoting lifelong learning and being responsive to community needs. Each year, the colleges move in the direction of making these programs self-sufficient. Colleges described over 100 initiatives which will result in $4.3 million in expenditures, while providing $1.4 million in savings. Among the initiatives were extended partnerships with district organizations, agencies, institutions, or other groups; experiences for children; literacy and technology training; and programs for business and industry.

- Within the academic and student support area, colleges reported approximately 300 initiatives during the year. These efforts resulted in over $4.0 million in investments and $0.8 million being redistributed to higher priority initiatives. Colleges noted increases in tutoring, testing, and efforts to assist special population groups such as disabled or at-

risk students. They upgraded technology in processes such as record keeping; phone registration; degree audit systems which provided greater access to information for faculty, staff, and students; and financial aid application and record keeping. Staff were trained in customer service techniques. Learning Resource Centers set goals to develop closer ties to academic disciplines and to increase access to materials through computerized data bases.

- In 1995, colleges reviewed a total of 646 occupational, 164 academic, and 53 developmental and adult education instructional programs. Of the 646 occupational programs reviewed, 516 were improved as a result of the reviews, 93 were identified for withdrawal, and 37 will be reassessed during fiscal year 1996. The report summarizes the actions taken in academic, adult education and development; six agricultural; ten marketing; one engineering-related technology; one vocational home economics; two parks, recreation, and leisure studies; one construction trades; one mechanics and repairer; one visual and performing arts; and two health professions program areas. Colleges listed over 625 initiatives calling for $7.6 million in reinvestments and resource reallocations of $4.3 million.

    - **Academic Program Review**. In their reports on academic programs, many colleges described efforts to examine the results-to-date from the Illinois Articulation Initiative, defined specific student learning outcomes, added new Associate in Fine Arts and Associate in Engineering Science programs, sought to improve retention, expand student access to computers, and implement new methods of assessment and expand Internet access.

    - **Adult Education and Developmental Program Reviews**. Reports on Adult Education and Developmental Programs cited expanded efforts in areas of workplace literacy, changing demographics which brought about increases in credit hours generated in English as a Second Language, efforts to improve tracking and provide better transitional experiences for students entering college-level courses, adding computerized instruction, and reaching more students through distance learning.

    - **Occupational Agriculture Program Review**. Colleges reported enhancements in integrating labor market information into the curricula, improving physical facilities, upgrading computers, increasing collaboration, and curriculum development and modification to realign agriculture programs with community and area business needs. Twelve low enrollment programs were discontinued.

    - **Occupational Marketing Program Review**. Colleges reported restructuring curricula, modifying scheduling, refocusing outreach initiatives, and strengthening articulation. Ten low enrollment programs will be discontinued.

    - **Occupational Environmental Control Technologies Program Review**. Colleges made various improvements in environmental control programs such as Hazardous Materials, Water/Wastewater, and Industrial Service Technology. Among the

improvements were the acquisition of equipment and software, as well as new reading materials. Four Environmental Control programs will be withdrawn.

- **Occupational Custodial, Housekeeping, and Home Service Workers Program Review**. Relatively few colleges offer programs in this program area. Other than minor curricular revisions, few changes were made to the programs. One custodial program was discontinued as a result of the review.

- **Occupational Parks, Recreation, and Leisure Facilities Management and Health and Physical Education/Fitness Program Reviews**. Overall, an emphasis on "wellness" is the trend in these programs. Colleges restructured staffing patterns to improve efficiency of operations and available services, opened new fitness centers, and standardized laboratory experiments to provide additional assurances that students are adequately prepared for further studies. Two low enrollment programs are being discontinued.

- **Occupational Integrated Construction Trades Program Review**. Several program improvement initiatives in Construction Trades were described by the colleges, including adding computer applications and continuous quality improvement components to the curricula.

- **Occupational Stationary Engineer Program Review**. Only two colleges offer programs in stationary engineering. One operates on a fee-for-service basis though a contractual arrangement with a utility company, and the other mainly serves students who are already employed in the industry.

- **Occupational Theater Arts Program Review**. Only one program is offered in this area and it suffers from low enrollment. The college plans to reduce costs and increase recruitment efforts to improve the program.

- **Occupational Nursing and Miscellaneous Health Aids Program Review**. Colleges reported a variety of actions aimed at enhancing their nursing programs, which have been grouped into the following categories: equipment upgrades and facilities expansion, instructional technology enhancements - computer hardware/ software/CAI/video, retention and assessment initiatives, staffing changes, linking and strengthening curriculum, and program recruitment and placement initiatives.

<u>Follow-up Program Review Questions</u>. Colleges were asked to provide written responses to targeted questions posed by the ICCB in their program review/PQP submissions. These questions arose from the statewide analysis of student responses to a follow-up survey conducted last year. Three broad issue areas were pursued: labor market information, articulation, and adequacy of facilities and equipment.

- **Labor Market Information**. In addressing graduates' concerns with the labor market information they received during their community college experience, the colleges are providing more computer access to databases and offering workshops on resume preparation, job search assistance, and job fairs. They are also incorporating career

information into the curricula and providing direct exposure to the workplace through work-based learning opportunities, including job-site tours, job shadowing/career exploration, clinical practica, internships, and apprenticeships. To provide optimal service in career planning and labor market information with minimal resources, the colleges are partnering with other agencies to provide cooperative arrangements for access to information.

- **Articulation**. Completers from several occupational program areas are more likely to continue their education than other program graduates. Overall, graduates rated transfer planning lowest of all services they received. Colleges were asked to address the extent of articulation in five occupational areas that had the largest numbers of transfers: agriculture, fashion merchandising, general retailing and wholesaling, construction trades, and nursing. Colleges reported articulation ranging from no articulation due to a perception that occupational programs are "terminal" programs, to assorted efforts to articulate some coursework, to efforts to work out capstone arrangements with colleagues in four-year institutions. Activities included transfer information through the transfer center, addressing occupational coursework in course equivalency or transfer guides or on-line articulation information, advising students during orientation, and maintaining close counseling relationships with students.

- **Facilities and Equipment**. Colleges were asked to analyze the adequacy of facilities and equipment in Nursing, Medical Laboratory Aide, Therapeutic Recreational Assisting, and Construction Trades programs. Several colleges noted that nursing program facilities are overcrowded, and it was difficult to purchase large expensive pieces of equipment; however, 21 of the 37 colleges have targeted resources (many from grant and community resources) for major improvements to their facilities and equipment. Facilities and equipment appear to be adequate at most of the colleges offering Medical Laboratory Aide and Therapeutic Recreation Assisting programs. Facilities and equipment for Construction Trades programs varied. All noted the advantages of exposing students to the latest equipment and materials.

Special State-Level PQP Questions. In addition to regular program review/PQP analyses, the colleges were asked to address some specific items that were identified during state-level policy analyses studies. Responses to three specific issues/questions identified by the ICCB and/or the IBHE are summarized in the report.

- **Retention Initiatives**. Last year, institutional and course retention rates were analyzed statewide and by institution. Colleges were asked to review data from the report and provide information about local initiatives to track and improve student retention. The colleges reported on a variety of innovative activities to reduce attrition and accentuate student success. Several major themes were evident in college descriptions of their retention programs, including improvements in assessment and placement, advisement and counseling, mentoring, student orientation, student tracking systems, coordination of retention activities, special workshops and seminars designed to build skills and enhance retention, and increasing the space allocated or emphasis on student services.

- **Institutional Support Costs**. An examination of administrative costs in last years *Accountability and Productivity Report* showed institutional support costs were increasing faster than other functional area costs. The colleges were asked to examine institutional support costs to determine specific areas of concern and what measures could be taken to relieve rising costs. Many colleges reported that the increases in institutional support costs were due to necessary investments in upgrading and replacing management information systems and to increases in insurance costs. Tuition waivers, scholarships, and chargebacks were also reported as increasing costs in the institutional support area.

- **Priorities Statements**. The Illinois Board of Higher Education requested that the colleges develop and submit priority statements to guide college-level decisions about productivity improvements, program development, and budget allocations. Statements submitted by colleges had some definite commonalities, yet each report had its own flavor as defined by college mission, students served, administration and trustees, and community needs. Some statements were very specific in nature; others were philosophical. At least ten primary themes emerged: teaching and learning, student access and success, services, workforce preparation, diversity, community building, communication, leadership, and technology.

State-Level Accountability and Productivity Initiatives. The complete *Accountability and Productivity Report* contains summaries of two major ICCB initiatives - fiscal year 1994 program review recommendations and the Board's new goals for fiscal year 1996 through 1998.

- In January 1995, the ICCB adopted recommendations resulting from the fiscal year 1994 program reviews. The *Accountability and Productivity Report for 1995* contains an update on the progress being made with those recommendations. Activities to implement the recommendations will continue throughout this year.

- In June 1995, the ICCB adopted goals and objectives for the next three years. The selection of these goals was based on issues which are of high priority for the community college system and which relate to the community college system's strategic plan, **Vision 2000**. Accomplishment of the goals and objectives will contribute to the productivity enhancement and quality improvements for the system.

Conclusions. Community colleges offer high-quality education in an extremely cost-effective manner. Because community colleges rely on local support, their accountability to local constituents has been long standing. By their very nature, they must be responsive to the needs of their communities. In order to do this, they must be dynamic, innovative institutions that continuously reallocate resources to meet the priorities of their current and future students, local business and industry, and district citizens.

> ***"...Community Colleges represent the very best of America in 1995, and where we need to go as a country with all of our institutions -- community based, flexible, committed to quality, opportunity for everyone."***
>
> **--President Clinton, Speech at Carl Sandburg College, January 1995**

APPENDIX

Instructional Program Review Tables

Illinois Community College Board
Table A-1
LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES
DURING FISCAL YEAR 1995

College	# of Occupational Curricula Reviewed	# of Academic Disciplines Reviewed	# of Dev/Adult Education Programs Reviewed	# of Student Services Programs Reviewed	# of Academic Support Programs Reviewed	# of Other Programs Reviewed
Belleville	58	8	0	0	1	0
Black Hawk	26	10	0	0	0	0
Chicago						
Daley	4	0	0	1	0	0
Kennedy-King	12	0	0	2	2	0
Malcolm X	1	6	1	2	0	0
Olive-Harvey	5	3	0	1	1	2
Truman	4	2	0	3	0	1
Washington	10	3	3	2	1	0
Wright	5	8	0	2	0	1
Danville	13	3	1	1	1	0
DuPage	23	6	0	3	1	0
Elgin	12	3	0	3	1	0
Harper	22	5	1	1	0	2
Heartland	5	9	1	3	2	0
Highland	8	4	0	0	0	0
IL Central	17	4	4	1	1	1
Illinois Eastern						
Frontier	1	1	0	0	0	2
Lincoln Trail	12	1	0	0	0	2
Olney Central	6	1	0	0	0	2
Wabash	6	1	0	0	0	2
IL Valley	6	9	0	0	0	0
Joliet	29	0	5	0	1	1
Kankakee	8	4	1	12	0	0
Kaskaskia	10	0	0	9	0	1
Kishwaukee	18	2	0	0	0	0

Illinois Community College Board
Table A-1
LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES
DURING FISCAL YEAR 1995

College	# of Occupational Curricula Reviewed	# of Academic Disciplines Reviewed	# of Dev/Adult Education Programs Reviewed	# of Student Services Programs Reviewed	# of Academic Support Programs Reviewed	# of Other Programs Reviewed
Lake County	22	4	1	1	1	0
Lake Land	16	3	0	1	0	0
Lewis & Clark	12	1	8	2	0	0
Lincoln Land	10	6	1	0	0	0
Logan	47	1	0	0	0	0
McHenry	15	4	0	0	2	0
Moraine Valley	12	7	1	5	0	0
Morton	4	3	3	1	1	0
Oakton	20	3	0	2	0	0
Parkland	19	4	3	3	0	5
Prairie State	5	3	3	12	2	2
Rend Lake	7	1	0	3	0	1
Richland	10	0	10	0	0	0
Rock Valley	18	0	0	1	0	3
Sandburg	8	1	0	0	0	0
Sauk Valley	5	2	0	0	0	0
Shawnee	9	1	0	0	1	0
Southeastern	7	4	0	0	0	0
South Suburban	12	0	0	0	0	0
Spoon River	8	4	0	4	0	0
State	4	9	3	0	0	0
Triton	28	6	1	2	0	3
Waubonsee	19	2	1	1	0	0
Wood	8	2	1	2	2	0
TOTALS	646	164	53	86	21	31

Illinois Community College Board
Table A-2
SUMMARY OF FISCAL YEAR 1995 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE

College	Number of Programs Reviewed	Number Continued with Minor Improvements	Number Significantly Modified	Number Scheduled for Further Review	Number Identified for Elimination
Belleville	58	36	5	0	17
Black Hawk	26	13	8	0	5
Chicago					
Daley	4	1	0	3	0
Kennedy-King	12	5	2	0	5
Malcolm X	1	1	0	0	0
Olive-Harvey	5	5	0	0	0
Truman	4	4	0	0	0
Washington	10	4	0	0	6
Wright	5	5	0	0	0
Danville	13	11	0	0	2
DuPage	23	17	3	1	2
Elgin	12	12	0	0	0
Harper	22	18	2	2	0
Heartland	5	5	0	0	0
Highland	8	1	2	5	0
Illinois Central	17	15	0	0	2
Illinois Eastern					
Frontier	1	1	0	0	0
Lincoln Trail	12	5	0	3	4
Olney Central	6	3	0	2	1
Wabash Valley	6	5	0	0	1
Illinois Valley	6	3	2	0	1
Joliet	29	29	0	0	0
Kankakee	8	5	0	0	3
Kaskaskia	10	10	0	0	0
Kishwaukee	18	14	0	1	3
Lake County	22	16	2	2	2
Lake Land	16	16	0	0	0

Illinois Community College Board
Table A-2
SUMMARY OF FISCAL YEAR 1995 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE

College	Number of Programs Reviewed	Number Continued with Minor Improvements	Number Significantly Modified	Number Scheduled for Further Review	Number Identified for Elimination
Lewis & Clark	12	4	2	0	6
Lincoln Land	10	9	0	1	0
Logan	47	40	3	3	1
McHenry	15	5	7	0	3
Moraine Valley	12	7	0	0	5
Morton	4	4	0	0	0
Oakton	20	19	0	0	1
Parkland	19	19	0	0	0
Prairie State	5	3	0	1	1
Rend Lake	7	6	1	0	0
Richland	10	5	2	1	2
Rock Valley	18	17	0	0	1
Sandburg	8	4	1	0	3
Sauk Valley	5	5	0	0	0
Shawnee	9	6	0	0	3
South Suburban	12	12	0	0	0
Southeastern	7	4	1	2	0
Spoon River	8	4	0	1	3
State	4	2	1	1	0
Triton	28	8	9	3	8
Waubonsee	19	14	0	4	1
Wood	8	6	0	1	1
TOTALS	646	463	53	37	93

Illinois Community College Board
Table A-3
OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW
IN FISCAL YEAR 1995

District/College	Program Title	CIP
Belleville	Marketing/Management: Retailing degree	080705
	Agriculture Business and Supply degree	01060.
	Security Administration degree and certificate	430109
	Industrial Blacksmith degree and certificate	480502
	Industrial Rigger/Ironworker degree and certificate	480501
	Engineering Technician degree	150603
	Construction Electrical Wire degree and certificate	460302
	Power Plant Welding degree and certificate	480508
	Short Order Cook certificate	120503
	Building Maintenance certificate	460401
	Commercial Truck Driver certificate	490205
	EMT-Paramedic	510904
Black Hawk	Tool & Die Apprentice, 2 certificates	480507
	EMS Paramedic certificate	510904
	Office Administrative Services, 2 degrees	520402
Chicago	Merchandising & Marketing degree and 2 certificates	080706
Kennedy-King	Recreational Leadership degree and certificate	310301
Chicago	Ornamental Horticulture certificate	010601
Harold Washington	Retail Management, 2 degrees and 1 certificate	080705
	Social Service Aide-Gerontology degree and certificate	200602
Danville	Mechanical Drafting certificate	480105
	Transportation and Traffic certificate	080709
DuPage	Fire Officer certificate	430202
	Interior Management certificate	010603
Illinois Central	Custodial Training certificate	200604
	Savings & Loan certificate	080401
Illinois Eastern	Construction Management Technology, 2 certificates	461000
Lincoln Trail	Construction Occupations certificate	461000
	CAD certificate	150810
Olney Central	Construction Technology degree	461000
Wabash Valley	Park Facility/Landscape degree	010610
Illinois Valley	Agriculture certificate	010501
Kankakee	Agricultural Science Production degree	010301
	Agricultural Science Business degree	010101
	Agriculture Science certificate	010101
Kishwaukee	Garden Center Operations certificate	010601
	Water Quality Control degree and certificate	150506
Lake County	Computer Operator certificate	521205
	Secretarial Science certificate	520401
Lewis & Clark	Agricultural Business Management, 2 degrees	010101
	Auto Parts Specialist certificate	081203
	Savings and Loan Management, 1 degree and 2 certificates	080401

Illinois Community College Board
Table A-3
OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW
IN FISCAL YEAR 1995

District/College	Program Title	CIP
Logan	Diesel Mechanics certificate	470605
McHenry	Teacher Assisting certificate Marketing - Retail, 1 degree and 1 certificate	131501 080705
Moraine Valley	International Trade certificate Energy Management degree Economic Energy Conservation certificate Practical Energy Conservation certificate Nursing Assistant certificate	080709 150503 150503 150503 511614
Oakton	Retail Management degree	080705
Prairie State	Marketing Management degree	080706
Richland	Agricultural Production and Processing, 2 degrees and 1 certificate	010101 010301
Rock Valley	Water Supply certificate	150506
Sandburg	Marketing/Fashion Merchandising degree Agricultural Production certificate Agricultural Supply and Services certificate	080102 010301 010301
Shawnee	Horticulture Technology degree Horticulture-Nursery Management degree Water/Wastewater Technician certificate	010601 010606 150506
Spoon River	Horticulture, 2 certificates Construction Occupations certificate	010601 461000
Triton	Transportation Sales certificate Fashion Merchandising degree and certificate Transp. & Distrib. Mgmt. degree and certificate Marketing Retailing degree and certificate Recreation and Leisure degree	080706 080102 081102 080705 310301
Waubonsee	Small Engine Repair certificate	470606
John Wood	Business/Marketing Option degree	080706